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VOLUME XVII

FEB 11 1931
NUMBER 2

BULLETIN
OF THE
AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

ANNUAL MEETING REPORTS
WISCONSIN PROGRAM
YALE CHAPTER REPORT

FEBRUARY, 1931

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PUBLISHED BY
THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS
20TH AND NORTHAMPTON STS., EASTON, PA.

EDITORIAL COMMITTEE: JOSEPH ALLEN; PAUL KAUFMAN;
JOSEPH MAYER; H. W. TYLER, *Chairman*

744 JACKSON PLACE
WASHINGTON, D. C.

Issued monthly except in June, July, August, and September

Entered as Second-class matter, April 24, 1922, at the Post Office at
Easton, Pa., under the act of August 24, 1912.

Acceptance for mailing at special rate of postage provided for in Section 1103,
Act of October 3, 1917, authorized on September 13, 1918.

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ANNUAL MEETING

The seventeenth annual meeting held at Cleveland, December 27 and 29, 1930, in connection with the American Association for the Advancement of Science, was attended by delegates and members representing about one hundred chapters. The sessions on the 27th convened at the Statler Hotel and those on the 29th at Western Reserve University which accorded the Association all of the courtesies of a good host, including a reception at Cleveland College, one of the divisions of the institution. On the latter occasion the members were addressed by President R. E. Vinson of Western Reserve University and Director A. C. Ellis of Cleveland College.

Speakers at the Saturday luncheon and the annual dinner were, respectively, President R. E. Vinson of Western Reserve University and President E. H. Wilkins of Oberlin College; and those at the Monday luncheon were President W. E. Wickenden of the Case School of Applied Science and Professor Wesley C. Mitchell of the Social Science Research Council. President Wickenden described the recently established working agreement between the Case School and Western Reserve, and Professor Mitchell outlined the program of the Social Science Research Council.

The present issue contains briefer reports of certain Committees and the addresses of President Wilkins, President Zook, and Professor Ivy. The reports of Committee K on Systems for Sabbatical Years, of Committee T on Normal Amount of Teaching and Research, and of Committee S on Library Service will be published in the March or later *Bulletins*.

Discussion of the previous report on Required Courses in Education was introduced by Professor K. P. Williams. Professor R. H. True of the University of Pennsylvania presented an interesting statement in regard to the work of the Committee of 100 on Encouragement of Research emphasizing the importance of economic factors in the general situation.

The following report of Committee A was presented by the General Secretary:

ACADEMIC FREEDOM AND TENURE

The past year has been an unusually active one for the Committee on Academic Freedom and Tenure. From the following tabulation it can be seen that both the number of new cases received and the

total number of cases dealt with substantially exceed comparable figures for 1928 and 1929.

	1928	1929	1930
Cases pending January 1.....	10	5	10
New cases opened during year.....	19	17	27
Old cases revived.....	..	3	1
	—	—	—
Total cases dealt with during year.....	29	25	38
Cases apparently closed during year.....	24	15	30
	—	—	—
Cases pending December 31.....	5	10	8

As the tabulation shows, the Committee is well abreast of its work. In fact, several of the pending cases will require very little further action before they are finally closed.

A second tabulation follows, indicating in general terms the various methods of handling cases during the past three years.

	1928	1929	1930
Cases withdrawn.....	2	6	11
Cases rejected or requiring no action.....	14	3	9
Cases in which statements have been made or planned without visits.....	6	6	3
Cases in which visits of inquiry or investigation have been made or planned.....	2	7	6
Cases otherwise handled.....	5	3	9
	—	—	—
	29	25	38

By way of explaining the catch-all phrase "Cases otherwise handled," it may be well to state that a number of the controversies here listed have not yet been sufficiently developed to permit more definite classification.

A great majority of the new cases involved questions bearing upon security of tenure rather than upon freedom of teaching and expression. Offhand, it is a tempting theory that the prevailing business depression may be furnishing a powerful incentive to disregard of sound principles of academic tenure. Some of this year's difficulties are indeed traceable to shortage of funds. But, on the whole, it would be a hasty and probably inaccurate generalization to attribute Committee A's unusual activity especially to the cause just suggested.

A number of encouraging incidents have occurred during the past twelve months. The cases withdrawn from the Committee's con-

sideration include at least six in which satisfactory adjustments were made. One of these adjusted cases followed on the heels of a prior investigation and report by representatives of the Committee. This earlier proceeding probably contributed to the reassuring outcome of the later one. The cases described as withdrawn also include a request by the president of a college for advice in the solution of an embarrassing situation. He expressed warm gratitude for the help given. It may be remarked incidentally that a teacher concerned in a case handled last year received from one of the members of the responsible administrative board a frank statement that he had been subjected to a great injustice, and that the charges against him had turned out to be false.

Another successful adjustment was accomplished through a visit of mediation by a member of the Association representing Committee A. Along this same line, one of the cases arising in the western part of the country was handled under procedure affording an excellent substitute for action by Committee A. The chairman of the department where the controversy arose asked the Executive Committee of the Association's local chapter to investigate and report. The result was a finding of facts in favor of the administration, quickly made and based upon trustworthy familiarity with the circumstances. During its inquiry into the facts of another controversy, also in a western state, the Committee discovered that each of the state institutions of higher education has an officially established faculty committee on service which is intended to secure proper professional tenure. Such a body may obviously exert excellent influence. It may be remarked that, in the state under consideration, these service committees consist of three members each. Two members are appointed by the administration; one is elected by faculty vote. With a committee so composed, it is not impossible that something like a "whitewashing board" may occasionally be set up. This risk would be lessened if the committee were of such size and composition that members chosen by the faculty had an equal or nearly equal voice with those chosen by the administration.

Several important cases were at least partially handled during the year 1930. The report on conditions at the University of Missouri, published in the *Bulletin* for February, 1930, speaks for itself. While the fundamental difficulty is still far from solution, a subsequent lesser controversy involving one of the same parties

was tactfully adjusted to the reasonable satisfaction of those concerned. The report on William Jewell College in the *Bulletin* for March, 1930, tells the story of another comprehensive inquiry. An investigating committee has completed a prolonged inquiry into profoundly unsatisfactory conditions at Lincoln Memorial University. The matter has had unusual aspects and is further taken up in the report of the General Secretary. Finally, there is the shocking situation at the Mississippi State institutions. Here political factors are so much involved that the Committee inclines to believe more effective pressure can be exerted through other organizations. It is, therefore, holding a waiting brief, standing ready to act if and when its action may seem desirable. A short general statement of the Mississippi situation appeared in the *Bulletin* for November, 1930, and a summary of the action of other academic bodies is given in the December issue.

In closing this report it is desirable again to emphasize the constant effort of Committee A to deal fairly with problems within its competency, and to avoid giving any justification for a charge that its attitude is tinged with partisanship in favor of teachers and against college and university administrations. Some evidence that a proper attitude has been maintained is found in the substantial number of cases where the Committee refuses to press complaints presented to it. A recent suggestion has come from the Association of American Colleges that, under conditions where charges of partisanship might otherwise be made, joint action by that Association and Committee A may be practicable. While the details of this suggestion are yet to be blocked out, it is certainly interesting, and deserves careful consideration, followed if possible by experimental application.

In the absence of the Chairman, the foregoing report has been prepared by John M. Maguire, Legal Adviser to Committee A.

As the result of an animated discussion, following the presentation of the Committee A Report, the following action was taken:

Voted, That the problem of methods designed to secure academic freedom and tenure be referred to the Council and Committee A for further consideration with power to confer with representatives of other professional organizations and with a view to a report at the next annual meeting.

PUBLIC UTILITIES PROPAGANDA

After discussion of the report of the Committee on University Ethics published in the May, 1930, *Bulletin*, the following resolution was passed:

Resolved, That the American Association of University Professors adopt the following statement of principle: No University professor who receives a fee or other compensation from any person or association interested in public discussion or testimony respecting a particular question of public importance should take part in such discussion, or furnish such testimony, without making public the fact that he receives a compensation therefor, and the name of the person or association paying him said compensation.

ELIGIBILITY OF INSTITUTIONS

On the basis of a statement of the General Secretary in regard to correspondence with Chairman Slocum, of the Committee on Admissions, it was voted to approve a modification of the procedure of that Committee, so that eligibility for membership though continuing to be based primarily on the Accredited List of the American Council, will be subject to changes in the list made by the Council either on its own motion or on recommendation by the Committee on Admissions.

MISSISSIPPI STATE INSTITUTIONS

Upon recommendation of the Council the following resolution was adopted:

Whereas, during June and July, 1930, wholesale dismissals and demotions were made at the University of Mississippi, the Agricultural and Mechanical College, and the State College for Women; and

Whereas, these dismissals and demotions were made, apparently, for political reasons, without due consideration of the welfare of the students affected, and, with entirely inadequate notice to those demoted, as a result of which much damage has been done to the cause of education in that state, and great injustice has been done to those dismissed; and

Whereas, the American Association of University Professors believes that the welfare of the cause of education is greatly endangered by political interference of this type; therefore be it

Resolved, That the American Association of University Professors concurs in the condemnation of this action of the authorities of the State of Mississippi, as expressed by the Association of Ameri-

can Universities, the Association of Medical Colleges, the Southern Association of Colleges and Secondary Schools, and other bodies; and further be it

Resolved, That state institutions of the State of Mississippi be and hereby are dropped from the eligible list of this Association until such time as the administration of educational affairs in the State of Mississippi has been restored to a status acceptable to this Association.

COOPERATION WITH LATIN-AMERICAN UNIVERSITIES

In the interim report submitted a year ago, reference was made to the Inter-American Congress of Rectors, Deans, and Educators in General which was to meet at Havana, Cuba, in February, 1930. The meeting brought together a representative group of scholars and resulted in the adoption of a plan under which each American republic is to have a National Council of Intellectual Cooperation, serving as a clearing house for the interchange of professors and students and various other phases of cultural interchange among the Americas.

Provision was made for an International Office of University Information and an International Association of Universities, both at Havana, and for another congress to meet at the University of Florence within three years.

Believing that the special English examination for foreign students held last spring in several European centers by the College Entrance Examination Board would be very helpful for Latin Americans desiring to study in the United States, the Pan-American Union arranged with the Board to have such examinations held in a number of Latin-American capitals next year. The Union also collaborated with the Institute of International Education in preparing a list, in Spanish, of the scholarships and fellowships available for Latin-American students in the United States.

During the past year the Pan-American Union has issued a revised list of Latin-American universities which is available for those interested. Lists of professors from many of these universities have been received, so that special contacts may be made for persons desiring them.

Nearly 200 universities and colleges are now giving courses on Latin-American history, literature, civilization, economic development, etc. The report of this survey may be had on application.

REPORT OF COMMITTEE ON PENSIONS AND INSURANCE

The most important development which has fallen in the province of the Committee on Pensions and Insurance during the past year has been the ruling of the Acting Commissioner of Internal Revenue of the Treasury Department of the Federal Government in regard to the taxability of income in connection with teachers' retiring allowances and annuity contracts. A summary of the Treasury ruling has been published in the December issue of the *Bulletin* of the Association, and need not be repeated here.

Dr. Henry S. Pritchett has resigned as president of the Carnegie Foundation for the Advancement of Teaching, and of the Teachers Insurance and Annuity Association. For the presidency of the former organization, Dr. Henry Suzzallo, formerly president of the University of Washington, has been chosen. Dr. James W. Glover, professor in the University of Michigan, has been elected president of the Insurance Association. It is a source of gratification to this Committee not only that these two institutions have been separated in administration, to a greater degree than heretofore, but also that two able men, taken from academic life, have assumed the leadership.

While this change in administration of the Carnegie Foundation does not indicate that any change will be made in the decision of 1929, by which retiring allowances were greatly reduced, your Committee expresses the hope that the new administration will be able to increase the amount of the allowances if actual experiences prove more favorable than the actuarial estimates.

The Committee has received several complaints in reference to the withdrawal of a teacher's contribution to a pension fund. In each case the professor was compelled to contribute a certain percentage of his salary to a teachers' pension fund, and, upon his withdrawal at the end of one year of teaching, was offered only a minor fraction of his contribution. The Committee has considered this problem. The purpose for which a pension fund is established by the joint contributions of professors and institutions is primarily to protect the teacher against his own improvidence, or at least against his inability to save a sufficient sum to provide for his maintenance after he has reached the age for retirement. If a teacher is free to withdraw his contributions at any time, this purpose may be defeated. Hence some restraint is necessary. Yet it seems un-

necessary to require a teacher to forfeit all, or even a substantial part, of his accumulated contributions in case of withdrawal. One solution of the difficulty is to give the teacher the full benefit of his deposits, and of those of the institution, plus accumulated interest, in the form of an annuity (either commencing at once, or deferred until some later age) instead of giving him the amount of his deposit in cash. This is substantially the plan of the annuity contracts of the Teachers Insurance and Annuity Association. Where the deposit of the teacher is small, so that the annuity purchased by such deposit will be a trifling annual sum, an arrangement for a cash settlement may be made with the consent of the institution involved.

The problem is discussed at some length in a Research Bulletin of the National Education Association issued in November, 1930, Vol. VIII, No. 5. Under the teachers' retirement systems in force in twenty-two states, thirteen allow withdrawal of all of the deposits, six allow withdrawal of a part only, and three states allow no withdrawal. This report does not indicate clearly the number of states in which the teacher may withdraw all of his deposits in cash. This Committee recommends that hereafter there shall be no forfeiture of any part of the teacher's contribution to the pension fund, and that he shall receive eventually the full amount of his deposits, with interest. The Committee urges that the institution with which the professor is connected should bear the expense of administration.

The Bulletin of the National Education Association, above referred to, contains a thorough review and analysis of teachers' retirement provisions in the various states, and should be referred to by all institutions planning to establish similar pension plans.

Another complaint which has come to the attention of the Committee is the compulsory deduction from a professor's salary of a contribution to the teachers' pension fund, although the contract between the professor and the institution contains no reference to such a deduction. If a deduction is required by a state statute, as in the case of a State Pension Fund, this provision may be, in legal theory, read into the contract. Even in such cases, however, the Committee urges that the administration of the institution should carefully explain to a prospective appointee that such deduction will be made from the salary offered to him. In the case of other (non-governmental) colleges or universities, the professor would probably have a legal right to his full salary unless the contract contained some provision about a teachers' pension fund. For this

reason also, the administration should have a clear understanding with a teacher about his contributions to the retirement fund.

EDWIN W. PATTERSON, *Chairman*

OBJECTS, METHODS, AND ACCOMPLISHMENTS OF THE AMERICAN MEDICAL ASSOCIATION

The American Medical Association was formed primarily to elevate the standards of medical education because in 1847 these standards were very low, a diploma from a medical college being the only requirement at that period for practicing medicine. The other specified objects of the Association were (1) to cultivate and advance medical knowledge, (2) to promote the usefulness, honor, and interests of the medical profession, (3) to enlighten and direct public opinion in regard to the broad problems of hygiene, (4) to excite and encourage emulation and concert of action in the profession, and to facilitate and foster friendly intercourse between those engaged in it.

The Association has at its headquarters Bureaus, or Councils, which work under the general direction of the Board of Trustees. Membership of the Bureaus and Councils consists of specialists and men who have a particular interest in, and a personal enthusiasm for, the object to be accomplished, and whose experience, perspicacity, personality, energy, and ideals fit them for the work to be done.

In order to improve medical education there exists a Council on Medical Education and Hospitals with a full time secretary to make surveys and to indicate possible reforms. Regular meetings of the Council are held at which problems of medical education and hospital supervision are formally and informally discussed. An annual general meeting of those interested in medical education and licensure is sponsored by the Council. The Association fosters its object to cultivate and advance medical knowledge through the Annual Scientific Assembly of the Association; its journal, in which numerous scientific articles, editorials, and abstracts of current literature appear; its fund to aid research; its reference library; its Committee on Defense of Medical Research; etc. To promote the usefulness, honor, and interests of the medical profession, it has a Bureau of Legal Medicine and Legislation, a Bureau of Investigation and Propaganda, a Council of Pharmacy and Chemistry, a Council of Physical Therapy, a Bureau of Health and Public Instruction, and a Code of Ethics. The Bureau of Legal Medicine and Legislation informs

physicians and lawmakers concerning health, medico-legal, and internal revenue legislation. The Bureau of Investigation and Propaganda investigates physicians, medical students, quacks, nostrums, cults, and provides authentic information concerning propaganda having a medical or public health aspect. The Council of Pharmacy and Chemistry maintains a chemical laboratory for analysis of proprietary remedies and provides the physician and the public with authentic information concerning the claims made by manufacturers for the action, composition, and curative action of medicines. The Council of Physical Therapy performs a similar function for therapeutic methods involving physical therapy. The Code of Ethics provides a standard for evaluating and controlling the professional honor and behavior of physicians and is respected by the vast majority of physicians. The Bureau of Health and Public Instruction functions to instruct the public on matters relative to individual and community health in every day language.

It is apparent from this brief outline of the American Medical Association that it is organized so that even detailed purposes can be accomplished.

The Council on Education by fostering higher standards, by having the courage to classify medical schools on the basis of standards adopted by them, by letting medical students and teachers know the standing of the school with which they happen to be connected, by calling together medical deans and educators, by Committees on Inspection making yearly visits, and by influencing State Medical Boards to increase their standards, have decreased since 1904 the number of medical schools from approximately two hundred, including diploma mills, to approximately seventy in number, of which all but eight are "A" class. Today medical education in the United States is equal to if not better than that in any other country. The increase in standards meant increased expenditure for laboratory equipment and teachers' salaries. Boards of Trustees had to get the money; administrators had to function energetically; their medical schools had to fall in line, come up to the standards, or quit. Nothing of a punitive nature was done; the administrators of medical schools were told that certain standards were necessary for an "A" class rating, and if they wanted such a rating the standards would have to be met, and a Committee of Inspection would be around to see if they had been met in a *bona fide* manner. This Council has applied the same methods to the hospitals of our country with similar results and

hospital service is generally more efficient and reputable; and it is easy for the patient or doctor to ascertain if a hospital is on the approved list.

In the biographical department of the Bureau of Investigation one can find a biographical sketch of physicians, whether they are members of the Association or not, starting from the time they entered medical school. Records are kept of graduation, of results of State Board examinations, of membership in societies, of medical activities, and of social events. Correspondents and press clipping services covering medical activities and personal mention serve to supplement the biographical sketch. The Propaganda Department has disseminated information concerning patent medicine makers, quacks, and mail order advertisers. Many newspapers and magazines seek information regarding the advertisements of medical products. The Associated Advertising Clubs of the World maintain contact with this department and advertising in recognized medical journals is strictly on an ethical basis. This department also supplies educational placards and illustrated public lectures to those who desire such service. Its policy is strictly educational; not punitive in type, but positive and aggressive.

The Bureau of Legislation has successfully defended the biological sciences on a number of occasions by actively opposing proposed laws that would prevent animal experimentation and vaccination, and be a menace to public health. It stands for protecting the public on such issues as pure foods and drugs, industrial poisons, etc. Its policy is: That which is good for the public is good for the physician, especially since one of the duties of the physician is to preserve public health. This bureau does not defend individual members when in the right, but does advise. It defends only the general principles of the profession as a whole.

The Bureau of Health and Public Instruction is effectively performing its function by lectures, by a tremendous correspondence with the public, by cooperation with educational organizations and by delivering daily radio talks on health subjects. *Hygeia* is a monthly magazine published by the Association which in story form and simple language instructs the public regarding scientific medicine and the progress of medicine, and provides useful information for the preservation of health.

The Council of Pharmacy and Chemistry has done its work so well that all the large and most reputable drug manufacturers seek its

approval of their products. Evidence for this statement is that more than eighty per cent of the products investigated have been voluntarily submitted and the number is now in the thousands, even though about as many products have been refused as approved. Most of the manufacturers have consistently shown their appreciation of the work of the Council and have voluntarily withdrawn objectionable products and claims.

The American Medical Association has had, and has, its critics. Some say that it is autocratic—a medical trust; some say that it moves too slowly, and others say that it does too little for the individual physician. But no one can gainsay the fact that the Association has performed a great public service by preventing the waste of millions of dollars on alleged cures and by increasing medical knowledge; and that the Association has done much directly and indirectly for the individual physician by raising the standards of medical education and practice, by standing for ethical principles, by exposing the cultist and unqualified physician, by keeping the physician in contact with the progress of medical science, by defending and propagating principles of medical procedure, and by the personal services rendered physicians of an informative, educational, and economic nature.

The foregoing analysis of the American Medical Association, relatively old in years, experience, and accomplishment, presents a number of interesting points bearing on the organization, policy, and methods of the American Association of University Professors. In respect to the formation of Bureaus, Councils, or Committees which have special objects to accomplish, the two Associations are quite analogous. The policy of both Associations is neither directly nor primarily punitive. In general the method of the American Medical Association is to adopt or establish standards, to investigate, to expose and publish, and to classify aggressively and courageously but not militantly. The American Association of University Professors has standards, it investigates and publishes the results in its *Bulletin*; but it does not purposively classify. And the question might be raised—does it publish its results effectively?

An examination of the functions of the rather numerous committees of our Association (A.A.U.P.) reveals that we have committees to promote the interests of higher education and research, to promote our ideals of scholarship and educational procedure, to promote and defend the welfare and freedom of our members, to improve

international relations, and to improve the quality of our student product. However, one does not find a committee on Public Relations. What is our policy toward the public? Is it: What is good for higher education and the university product is good for the public? The majority of our members will grant that we should be able to formulate "the best professional opinion on all that touches the public work" of the University, just as the physician should be able to form the best opinion on health affairs; and that the primary "responsibility of the university teacher is to the public itself and to the judgment of his own profession, which is also analogous to the responsibility of the physician." Why is it necessary for us to explain our association to a prospective member, a college professor? If one asks the doctor what the American Medical Association is for, he will tell you. If one asks any college professor what is the purpose of the Association of American Universities, the usual reply will be that it classifies universities and colleges. In other words, it does something that vitally affects every college professor and student, and the intelligent public knows of it, approves it, and college standards are raised.

The American Medical Association has been able to exercise its potent influences against remedies, quacks, cults or therapeutic theories, unprincipled doctors, and the exploitation of physicians by business concerns, not only because they have used methods outlined above but also because they have had a code of ethics handed down for centuries practically unmodified.

By assuming the obligations inherent to the special relations of the doctor to the public and by accomplishing definite objects through positive persuasion it has become a dynamic force for good in our country and holds a highly respected position among the institutions of the world.

A. C. Ivy,
Northwestern University

ACCREDITING PRINCIPLES OF THE NORTH CENTRAL ASSOCIATION

The federal government controls a number of types of education, particularly in the field of higher education; but by and large, education, as in the case of many other matters, was, by the Federal Constitution, reserved to the states for their control.

The states have been exceedingly timid in assuming the authority

which the Federal Constitution leaves to them. The early history of the American nation shows very clearly that the control of elementary and secondary education was handed over completely to the local communities. Higher education was given to the privately controlled corporation. In both instances, therefore, the states gave away such control as they had, and it is only within very recent years that both in the field of elementary and secondary education on the one hand and higher education on the other, the states have tended to reassume the administration of all types of education which they gave away so definitely in the early days. Parenthetically I might remark that that control which the states are now reassuming has resulted rather largely from the assistance of the so-called voluntary accrediting agencies.

Because of the absence, therefore, of control, either in the federal government or the exercise of it by the various state governments, we have been compelled to establish it or at least stimulate it through voluntary educational associations. In general there are today two types of these organizations; first, the national professional associations. You have just heard of the most powerful of these organizations, the American Medical Association.

The other type of organization has to do chiefly with the liberal arts college. Contrary to the situation in professional education, the liberal arts colleges are included in regional accrediting agencies. There is one exception to this statement, and that is the Association of American Universities which was mentioned a moment ago; that is a national organization which has recognized colleges of liberal arts for their ability to prepare students for graduate schools and for study abroad.

The North Central Association of Colleges and Secondary Schools, which I happen to represent, includes twenty of the middle-western and north-central states of the Union. The Middle States and Maryland Association reaches from New York to Maryland and the District of Columbia. The Southern Association includes Virginia and Kentucky on the North, reaching over to Texas on the West. The Northwest Association includes a few states in the extreme Northwest. The only state in the Union which is now outside of the activity of an accrediting organization is the state of California.

There is one other area which has one of these regional associations, the New England Association. Several years ago they established a set of standards for colleges and universities in that area but they

have never gone so far as to set up a list of institutions that meet those standards.

The liberal arts college is about the only one of the undergraduate institutions where we have much of a standardizing effort so far. In the field of engineering education, for example, almost nothing has even been said relative to the standardizing of that form of undergraduate education. The same is true in the field of agriculture and in the field of home economics. In the field of teacher training a national organization is now operating.

It is the deliberate purpose of the North Central Association to establish a list not of colleges of liberal arts and sciences only, but of all types of undergraduate institutions. That same tendency is not to be found in the other regional accrediting agencies up to the present time.

Relatively speaking, the accrediting of professional schools is an easier matter than the accrediting of colleges of liberal arts. It is not so difficult for the American Medical Association, for example, to say what a medical school should offer and how it should be equipped and organized to do so because the test comes in the ability of the medical graduate to pass the state medical examination successfully.

When one gets into the field of liberal arts education, however, or even into the fields of other types of undergraduate education which are not so definitely organized, it is not quite so easy to figure out just what the standards should be, and so in this field we have probably had more objections raised than in any other field of accrediting work. It is not even easy for all of the colleges of liberal arts and sciences to agree as to exactly what their objectives should be.

The accrediting agencies began their work in much the same informal fashion as we have here today. A number of people convened for the good of the cause and they said, "We have certain evils in the field of college education." The evils were quite generally recognized, but the states wouldn't do anything about them and the federal government wouldn't do anything about them. They, therefore, said, "Let us collaborate to establish a list of institutions which will meet the standards which we believe are right and proper."

Those standards were, of course, not based on scientific investigation. They were, and they are to-day, merely standards of opinion. We are not certain by any means that they are what they should be because they were expressed almost entirely in terms, first, of the physical machinery and, secondly, in terms of the human machinery

of the institution. These standards state, for example, that an institution must have at least a certain amount of endowment; such and such an income; such and such entrance requirements for students, expressed in units of time; such and such semester or term hours for graduation; that college professors must have a Ph.D. degree or the equivalent, and that instructors must have at least a master's degree or the equivalent, and so on down through the long list of what I call physical machinery on the one hand, or human machinery on the other.

At the present time the North Central Association is attempting a very serious study in the direction of finding out whether it is not possible for us to express these standards in quite different terms; to find out whether it is not possible to establish standards which more nearly measure the progress which institutions make with the students under their direction.

In our present standards there are criteria relative to students and faculty, but there are no standards relative to the administrative officers of the institutions. I do not know whether this situation resulted from the fact that the administrative officers had a good deal to do with the making of these standards originally or not, but I am merely remarking to you that undoubtedly within a short time there will be a standard relative to administrative efficiency as well as to faculty and student efficiency.

This matter has been called to our attention by certain incidents occurring in connection with institutions now accredited by the North Central Association, and also by the officers of this organization. I see no reason why you should not express an opinion not merely relative to the subject of what would be a proper faculty standard, but also as to what would be a proper standard relative to the administration of institutions.

In fact, I believe that perhaps you will even get further relative to some of the things in which you are interested by operating through and with these established accrediting institutions than you would by attempting the same sort of an activity yourselves. I would be interested in seeing if it were not possible to place into our standards something along the lines of interest which you normally and naturally have. Recently, for example, the conduct of athletics has been included in the purview of our association. The North Central Association is now spending several thousands of dollars making investigations of the athletic situation in the colleges and universities

accredited by our organization. We have now had three years of experience in dealing with athletics. As a result, we have very vitally affected athletic policies in a number of institutions. It is my deliberate opinion that there is no other organization in the country that can deal as effectively with educational affairs, athletics included, as an organization of this type.

The task of separating the sheep from the goats in American higher education has largely been performed and these accrediting agencies have done a marvelous job of telling the public what was fraudulent or of low standard and what was dependable; as we look forward to the work of these organizations in the future our real task comes in dealing with those that are already in the organization. It comes in stimulating those that have fairly good standards to emulate the standards of those that are doing better than they are doing, and to try to do with their resources even more than they have been able to do in the past.

The accrediting agencies are sometimes accused of being autocratic, but to say the least, they are very much more democratic than anything that the federal government could do, or than anything which the state governments as such could do, because they register the opinion of the individual members of these organizations.

Any democracy, however, is likely to have its difficulties arising out of the lack of courage; and one of the main tasks which we have in hand in dealing with the accrediting of institutions may be for the officers of the organization to have a little old-time courage to express an opinion and to hold to it.

I know that institutions profit a very great deal from the work of these accrediting organizations. If they will be progressive in character rather than conservative and reactionary, they can do an enormous amount of good for American higher education.

GEORGE F. ZOOK,
University of Akron

CURRENT TRENDS IN HIGHER EDUCATION¹

It seems to me that the six main, distinctive trends in higher education at the present time are these:

¹ In regard to the extracts from the stenographic report here reprinted, President Wilkins asks the Editor to say that this address was designed merely for informal delivery and is not to be regarded as constituting a supposedly finished piece of work.

1. The breakup of the four-year unit.
2. The increasing distinction between general education and special education.
3. The trend toward a greater completeness in general education.
4. The trend toward the achievement of a real mastery in the field of special education.
5. The trend toward individualization.
6. A general trend toward the improvement of higher education.

The last two are the two of which I am going to speak in some detail. The first four I pass over not because they are unimportant, but because I have nothing particularly new or particularly interesting to say about them, and they are perfectly familiar trends to this organization.

The first of the trends on which I have more to say is *individualization in higher education*. By this I mean friendly, individual guidance in college work, and in the other inevitable and important phases of the college experience.

That, of course, is not new. It is as old as the early American college. When I was working on the Committee G Bibliography, one of the girls who was reading for me and who had read a hundred discussions of the purpose of college education told me that in ninety-nine of the hundred discussions she found quoted the reference to Mark Hopkins on one end of the log and the student on the other. That sentence is, I think, the most quoted single sentence in the history of American education. It is a brilliant sentence. I suppose it was a true characterization of the early and middle nineteenth century American college. We lost that attitude gradually about the end of the nineteenth and the beginning of the twentieth century; and we lost it completely after the War, with the great increase in student numbers which so outran faculty increase.

We are regaining individualization, and it is the regaining of individualization of which I am speaking now. We are trying to get it back as a result of sheer, desperate reaction against the mass conditions which obtained shortly after the War, and I think we are regaining it in part because of the success of personnel work in the conduct of the War.

It is often said today that if you go to a small college you have individualization, that you have individual contacts which you don't have if you go to a university. That is sheer nonsense. The

fact that you are in a small college doesn't give you the slightest guarantee of individual treatment or of individual contacts; the fact that you are in a great university does not prevent you from having such individual contacts. It is a matter of mathematics and of good will. If your number of faculty is proportionate to your number of students, it is just as easy to have the contacts in a large institution as it is in a small college, and if you have good will on the part of your large faculty and do not have it on the part of your small faculty, you will have better individualization in the large institution than in the small one. I have seen that by experience, as I don't doubt many of you have. The degree of individualization achieved in any given institution is determined by the degree to which the faculty really believes that the college exists for the students.

As a matter of social fact, the college does exist for its students. Society maintains the college not for the sake of the trustees, not for the sake of the alumni, not for the sake of the townspeople, not for the sake of the faculty. Society maintains the college for the sake of its own betterment, and because it believes that through the students of the college, through the training they get there, its own betterment will ultimately come.

Since the college exists for its students in that sense, it is surely the business of the college to work out the implications of that dative relation; and you cannot do this so long as you think of the students merely as a mass, or merely as classes. You have to think of them as individuals before you can do the real job. No two of them are physically alike or psychologically alike. No two come from the same background; no two have the same abilities, interests, and prospects.

Of course, your general program must be one aimed at the typical or average student; but you have to have flexibility, so that through modification or supplementing it can be made to draw out all that is best in each individual.

Individualization means, first, friendly individual guidance in college work. That in itself may be and should be partly administrative and partly departmental and partly instructional in the strictest sense. By administrative individualization I mean individual guidance in the choice of courses. I mean also such things as the provision of opportunities for general reading without reference to the boundaries of any department, and the allowance of credit therefor. By departmental individualization I mean such things as sectioning

on the basis of ability, which is an approach toward individualization; such things as privately assigned work carried through for credit under the direction of the department; and, of course, such things as honors courses.

Even more important than these important devices and plans is the individualization of instruction in connection with a regular course. Individualization in instruction in a given course concerns the work in the classroom, the work in the laboratory if it is a laboratory course, and work after hours; and it may mean work substituted for classroom work.

Individualization in the classroom means, for instance, individualized assignments, a given topic for all with different readings; and it means in the conduct of the class itself a type of time-spending, a type of bringing everybody in, which is not the traditional or the easiest way of teaching.

Laboratory work is inherently individual, and that is a tremendous advantage. The fields which are other than fields of science do well, in so far as they can, to approximate and carry over laboratory methods.

As a matter of fact, at the present time I suppose the major amount of instructional individualization, in non-laboratory courses, is done immediately after the close of class work, the teacher being at his desk and the students coming up in groups, or one by one, and asking individual questions. That is no time to do it. The teacher is likely to be tired and eager to get away. Often he has another class. He is not then in the best condition to give the individual care and guidance that should be given; yet that is the way most of us still try to do it.

Almost every student needs a good deal of time with his teacher for review of his difficulties and his mistakes, or for review and development of his special interests and abilities, and the mapping out of some one line that he best can follow. That is not a thing to be done in two or three minutes at the end of a class. It is a thing to be done with plenty of time. Where is that time coming from? You know what the teacher's schedule is. I submit that if that is worth doing—and I believe it is infinitely worth doing—the time for individual leisurely conference should be taken from regular class time; that instead of having three lectures a week, or three lecture equivalents a week, with this individualized conference tacked on wherever it can be, we should have two and not three meetings per

week with the whole class, and that the equivalent of the third hour should be spent in individual work, admitting small groups instead of individuals at times.

You can't get around a big class that way if there is only one of you teaching the course. My answer to that is to have a sufficiently large staff for each course to do it. I believe that, in general, the idea of a staff rather than one man for a given course is a good idea in itself. If the objection is that you can't afford to do it, my reply is that we are all of us giving too many courses, and that we shall do far better if we concentrate on relatively few courses and do a magnificent job in those few.

Individualization extends beyond the course work into other phases of college life, notably into the care of health and physical development. My guess is that on the whole there has been more progress here in the last ten years than there has been on the instructional side, not only in the initial physical examination but in the follow through, in the renewed visit, in the correction of what was wrong, and in the upbuilding of health.

Beyond that there are all those other phases of life which are characteristic of the American college. It is a residential college, and it is a heterogeneous college both in the makeup of its student body and in the multiplicity of its activities. The student needs guidance in this strange, and difficult, and exciting environment; and we have no right to refuse it to him.

The recent sign of the recognition that we need this individual guidance, especially in these fields outside college work, is personnel service. I am inclined to think that historically personnel service is rather a passing phase, just as I think that the orientation course is more valuable for what it is leading into than for what it is in itself.

The fundamental value of personnel service is that it symbolizes the need of individual relations all through the college rather than in just what it is doing. If an entire faculty could be infused with the idea of individualization, there would be very little need for personnel service—and that would be the happier condition.

Guidance in college should be pyramidal in shape. When a man is a freshman he should have a lot of guidance; by the time he is ready to graduate he should be practically on his own. That is easier to suggest than to work out, but there are possibilities in the way of working it out.

The last of the six trends which seem to me to be truly characteristic

of higher education just now is the trend toward improvement in the way we do the job. I think higher education is improving more speedily and more thoroughly just now than has ever been the case before. That is due, I think, to a greater prevalence of self-criticism in the first place, and to cooperation between representatives of different colleges in the second place. In that, this Association has played and is playing a very splendid part, as are also the accrediting agencies.

The single phase of improvement in which I personally am most interested, and the phase which is most fundamental, is the improvement of college teaching.

College teaching is still too much characterized by traditionalism, by isolation, and by complacency. The easiest thing to do is to teach the way you were taught and the way you have always taught hitherto, following a lecture system, following a recitation system, following the good old ways of doing things. The fact that they are the old ways doesn't prove that they are really the good ways—certainly it doesn't prove that they are the best ways—yet we strongly tend to follow along in the old and established lines of least resistance.

The man who carries on a course throughout a year by unvarying lectures, to take the extreme case which isn't very frequent any more, makes a tremendous assumption. His assumption is really this: "My unpublished book on this subject is so much better than any published book on the subject that it is worth while for me to read my unpublished book aloud to you three hours a week through the year." That is what an unremitting lecture system really comes down to, and that is a good deal to claim for any unpublished book.

College teaching is done in isolation. An Englishman's home is his castle. An instructor's classroom is his castle, and the draw-bridge is up after the bell has rung. We don't know from first-hand knowledge what goes on. We do know that in the average classroom there are developed, and perpetuated, mannerisms and crudities, that there are continued ignorances, and that there is rife a sarcasm that would not be tolerated if the assembly were one of equals.

Most teachers are very complacent about their own teaching. Most teachers believe that they are exceptionally good teachers. They believe that teachers are born and not made. They become teachers, and they believe that they were born teachers—it is a very easy step in logic to take—and that having been born teachers, nothing more is necessary. That is a severe, but I think not unjustified

characterization of a predominant attitude on the part of men in the teaching profession.

But there are signs of a very real improvement. To mention a few such signs, I call attention to the action of the Association of American Colleges in 1929 and the resultant studies undertaken by a good many different graduate schools and by a good many different individual colleges, and to the action of the North Central Association in 1929 supporting the action of the Association of American Colleges. I call your attention also to the Institute held last summer by the University of Chicago for administrative officers on the question of "the training of the prospective college teacher," and to the inquiry to be carried on this year by the University of Chicago as to whether its recent Ph.D.'s are making good as teachers. Even the recent inquiry emanating from the Commissioner of Education of the United States as to the quality of college teachers in service is at least a symptom of the same interest.

About the only major educational organization which, so far as I know, is not actively engaged in the study of the improvement of college teaching is the American Association of University Professors.

Improvement in college teaching calls for improvement in the training of prospective teachers; for better training of young instructors; and for life-long self-training.

Most of the students who are in the graduate school are there because they intend to be college teachers. They come to that school to qualify themselves for college teaching positions. Yet it cannot fairly be said to be true that the main emphasis in the graduate school is to qualify them for teaching positions. The graduate school has another tremendously important function, the function of training men for research. The graduate school is also perfectly right in saying that every prospective college teacher should be given some training in research. But granting all that, it remains true that the primary purpose and the primary social function of the graduate school are to prepare men and women for positions as teachers; and the graduate school is not yet fairly facing and living up to the implications of that responsibility.

Even after a teacher comes to a college it isn't fair for the college to assume that he is made as a teacher, any more than it would be fair at the beginning of any other profession for it to be assumed that a man couldn't improve after he has reached actual work. The colleges have been at fault in not helping their young instructors along.

The training of the young instructor ought to go on for years after he reaches the college, under the most friendly and careful departmental guidance. That doesn't mean interference. It doesn't even necessarily mean visitation, but it does mean direct conference and helpfulness in every way possible.

In many cases it may well mean partnership teaching—the conducting of courses by older and younger men together. I do not think we should simply have the older man give the lectures and the young man do certain minor parts of the work—the older man and the younger man should share equally in all the responsibilities of the course.

There is never an end to the time when the teacher should seek to improve his own training. It is still a strange thing to me to realize that there are many men who, as research men in their fields of physics or sociology or modern languages, will never stir until they know the best that has been written in their fields and are always experimenting; who nevertheless when it comes to their teaching, which is, after all, the thing, broadly speaking, that society wants them the most to do, will disregard anybody else's thought and will never think of experimenting. Yet, as you know, there is a great deal of very interesting and very important material being written in the field of the teaching of our subjects, with which we are just as much in honor bound to acquaint ourselves as we are with advances in the content of our different fields.

If any man has two sections of a course and teaches them both in exactly the same way, then I honestly think there is a failure in him, and there is a lack of educational vitality in him, either because the sense of experimentation is dead in him or because it never was born. The minute you have two sections under your own control, there is a chance to do the thing in two different ways, and there is always a chance for improvement.

This Association is, after all, the American association of university and college teachers. Recommendations for improvement in college teaching coming from administrative sources or coming from outside sources are, in some measure, unwelcome and suspected by faculty members. The body, in my judgment, which could, if it would, make the greatest advance and do the greatest service in the field of the improvement of college and university teaching is this Association.

E. H. WILKINS,
Oberlin College

ELECTION OF OFFICERS

The report of the Nominating Committee having been presented, the following members of the Council were elected:

Dinsmore Alter, Astronomy, Kansas
 William Anderson, Government, Minnesota
 O. J. Campbell, English, Michigan
 Grace A. deLaguna, Philosophy, Bryn Mawr
 H. L. Dodge, Physics, Oklahoma
 M. J. Elrod, Natural Science, Montana
 O. Manthey-Zorn, German, Amherst
 L. B. Richardson, Chemistry, Dartmouth
 R. E. Turner, History, Pittsburgh
 H. B. Yocom, Zoology, Oregon

AMENDMENTS TO THE CONSTITUTION

The following amendments were adopted as recommended by the Council:

Article 2, Section 5—Addition:

Membership for a Junior member shall not extend beyond five years.

Article 5, Section 3:

Strike out latter part, making the section read, "The Council shall present a written report to the Association at the Annual Meeting."

Article 7, Section 1:

Each active member shall pay four dollars and each associate or junior member shall pay three dollars to the Treasurer as annual dues, and no member who is in default shall be qualified to exercise any privileges of membership.

The last amendment was adopted after a full and earnest discussion in which a large number of members participated. The various arguments pro and con were presented and the vote was almost unanimous. In connection with the increase of dues, it was pointed out that the Association made a deliberate choice in 1928 between continuing as a relatively minor activity of a limited group of college teachers and becoming a strong national organization. For such an organization, dues would necessarily be larger than

three dollars, but the increase did not take immediate effect on account of the decision to depend for a year or two on use of the previously accumulated surplus. The service now rendered by the Association to its members and the profession to which they belong includes not merely the conduct of an Annual Meeting and the issue of a journal, but, in comparison with the specialist societies, few of which have lower dues, it provides an Appointment Service of increasing usefulness and conducts a comprehensive system of committees. From the mere standpoint of insurance, a tax in the vicinity of one-tenth of one per cent of mean annual salary seems more than justified.

The annual reports of the Council, the General Secretary, and the Treasurer appear on the following pages.

REPORT OF THE COUNCIL

The sessions of the Council at the Annual Meeting at Durham and Chapel Hill have been followed by a spring meeting at the Washington Office, April 26th.

Three hundred and sixty Council letters have been circulated. The principal business of the year may be classified as follows:

Academic Freedom and Tenure.—Professor S. A. Mitchell, of the University of Virginia, was appointed Chairman early in the year in consequence of the resignation of Professor A. L. Wheeler. A general account of the work of the Committee is contained in its report, but particular mention may be made of the case of Lincoln Memorial University, in which some of the interested parties appeared at the April Council meeting, leading to a vote of the Council authorizing an investigation of general conditions at the institution. A report has been prepared with a view to publication in the *March Bulletin*.

International Relations.—The Council deemed it expedient to appoint a new Committee on International Relations, the Chairmanship of which has recently been accepted by Professor L. K. Manley, of the University of Pittsburgh, an honorary member of the Association.

Relations of Junior Colleges to Higher Education.—A Committee on Junior Colleges has also been established under the Chairmanship of Professor A. C. Krey, of the University of Minnesota, with a view to studying and reporting on the important relations which the development of Junior Colleges is likely to have on college and university work.

Requirements for the Master's Degree.—The Committee on Requirements for the Master's Degree has been established under the Chairmanship of Professor Tucker Brooke, of Yale University. The requirements for this degree seem to be in need of comparative study under present shifting conditions.

Required Courses in Education.—Professor Flickinger has found it necessary to retire from the Chairmanship of the Committee on Required Courses in Education. The importance of the issues raised in the report of this committee and of certain related questions seems to require the continuance of the committee, and the appointment of a new Chairman will have the early attention of the Council.

Relations between Faculties and Governing Boards.—The proposed Committee on Relations between Faculties and Governing Boards has not reached the stage of formal organization, but the chapter at the University of North Carolina is engaged in an active study of the problem, the results of which will presumably be published in due time.

Conditions of Tenure in Colleges and Universities.—The proposed Committee on Conditions of Tenure in Colleges and Universities has not yet been organized, but the Secretary's Office is accumulating information and engaged in what seems a promising effort to secure a cooperative survey by interested agencies.

Committee reports published during the year include the following: Academic Freedom at the University of Missouri, in February; William Jewell College, in March; Propaganda by Public Utility Corporations, Required Courses in Education, and Pensions and Insurance, in May.

The establishment of the Washington Office and of the Appointment Service has resulted, as was anticipated, in a considerable increase of current expenses and a corresponding depletion of the surplus accumulated during a series of years. On the other hand, there has been a very gratifying increase in the membership and a corresponding gain in the standing, influence, and dignity of the Association. The Council has accordingly recommended an increase of the dues for active members from \$3.00 to \$4.00, with the confident belief that the value of the Association to its members fully justifies this and that the membership would not desire the alternative of a radical curtailment of existing activities.

The attention of the Council has been given during the year to proposals of certain members looking to a change of policy in dealing with violations of academic freedom and tenure. It is the conviction of the Council that changes in this direction should be very thoroughly discussed and that no modification of our present policy should be hastily made. There is sufficient evidence that our efforts in the definition and establishment of higher standards have had far-reaching effects, though we can not always hope to remedy individual hardship.

REPORT OF THE GENERAL SECRETARY

From January until June, the General Secretary remained in Cambridge dealing with the more important business of the Association by correspondence, with the cooperation of the Executive Secretary in charge of the Washington Office. The inevitable difficulty and inconvenience of this situation need not be emphasized, but the marked contrast with more favorable present conditions is appreciated. While Professor Mayer's original leave of absence ended August 31st, it was fortunately extended for a second year. It has also been fortunately possible for him, as well as for the General Secretary, to make an arrangement for work at the Library of Congress, so that each of the Secretaries is devoting half time, somewhat liberally interpreted, to the work of the Association and is at the same time, a Consultant on the staff of the Library. The two fields of interest are so well related to each other that there is in our judgment a real advantage, both to the Association and the Library, from this plan. The financial saving to the Association is substantial.

Finance.—The financial condition of the Association has given the officers much concern, which would, however, have been more serious had the present situation not been pretty clearly foreseen. When the decision to expand our activities and become more definitely a national body was arrived at in November, 1928, the Association was fortunately in possession of a substantial surplus accumulated during a number of years of free rental and limited outlay for service. As explained more fully in statements presented to the Council, it is now necessary for the Association either to make a moderate increase in the dues or to curtail its activities. Even under present financial and industrial conditions, which could not have been foreseen two years ago, it is hoped that the former alternative will be chosen.

Membership Campaign.—The effort to increase our membership, while not infrequent in the past, has been more completely organized and carried out during 1930 by the Executive Secretary, with the cooperation of the Committee on Organization of Local Chapters under the chairmanship of Professor E. S. Allen, of Iowa State College. The campaign has involved the division of the country into 64 districts, the selection of a Cooperator for each, and within every district the designation of an Aide in each of its institutions. Letters and printed matter have been sent out in quantity from the

Washington Office, the Cooperators and Aides being called upon for supplementary activity wherever especially needed. The expense of this canvass has been large, but the returns in nominations and elections are considered to have fully justified it and are likely to continue for a good while to come. The present statistics of membership are as follows:

Membership, January 1, 1930.....		7,986
Deaths.....	67	
Resignations.....	186	
Memberships lapsed.....	219	472
		<hr/>
		7,514
Reinstated.....		140
Elections: Active.....	1,915	
Junior.....	546	2,461
		<hr/>
Total January, 1, 1931, including Honorary Members		10,115

Appointment Service.—Letters have been sent, as in 1929, to a large number of presidents, deans, and heads of departments inviting information in regard to vacancies. While the service is still far from self-supporting, it is significant that the increase in receipts from about \$270.00 to \$1680.00 is much greater, not only relatively but absolutely, than the increase in cost. There are many factors which it is difficult to estimate, but it seems quite within the range of possibility that the service may become approximately self-supporting at no distant date. We certainly owe to it the accession of a large proportion of our junior members who will, in due time, become active. The present registration is 1260, distributed as follows: Men, 1021; Women, 239; Professors (of all ranks), 818; Instructors (of any rank), 214; Graduate Students (including fellows), 127; Miscellaneous, 101. Subjects most numerous represented are: English 173, Languages 141, Economics 106, History 108, Chemistry 73. Vacancies reported during the year numbered 159. In nearly all cases nominations were made. Actual appointments were reported in 11 cases, including eight professors and two instructors, the fees amounting to \$991.

Chapters.—The number of chapters has increased from 157 to 183. There are still 46 institutions with the necessary minimum number of members, but no chapter organization. Eight chapter letters

have been circulated during the year dealing with the following matters among others:

<i>January.</i>	Report of the annual meeting. Plans for 1930, including the membership campaign.
<i>February.</i>	Academic freedom policy and proposals of Professors Thurstone and Gerard. The Carnegie Bulletin on College Athletics.
<i>March and April.</i>	Membership canvass.
<i>May.</i>	Report of the Council Meeting. Recent correspondence on policy. Copyright legislation and the proposed committees on Requirements for the Master's Degree and on International Relations.
<i>September.</i>	Plans for annual meeting. Nominations for Council. Study of tenure. Chapter organization.
<i>October and November.</i>	Chapter discussion of matters to be taken up at annual meeting.

A total of 9000 duplicates of chapter letters have been sent to 34 chapters for distribution among the members.

Replies to one or more letters have been received from 110 chapters with a total of 286 replies. An increase in this proportion of response is naturally desirable and could be counted on if a large proportion of our chapters would appoint small executive committees which, in cooperation with the officers, could answer the letters without the necessity of holding chapter meetings for the purpose. Honorable mention may be made of the chapters at Harvard University and Goucher College for answering all letters.

Visits to nearby chapters have been made by one or more of the officers, and it is probably desirable that there should be some increase in this direction, though considerations of time and distance will be serious unless the responsibility can be shared with members of the Council.

Academic Freedom and Tenure.—Considerable interest has been manifested in the questions of academic freedom policy raised by Professors Thurstone and Gerard. The general opinion, so far as it can be briefly formulated, is that, while a more active and aggressive policy is worthy of consideration, the Association should exercise great care in establishing anything in the nature of a "black list" or even a "white list" of institutions.

In the judgment of the Secretary, the situation recently existing in Mississippi affords an instructive illustration of certain possi-

bilities. The Association has made no formal investigation. The general facts of the situation have been widely published, and correspondence with the Governor has elicited important information in regard to conditions of tenure. The Association of Universities and the Southern Association of Schools and Colleges have dropped the University of Mississippi from their Accredited Lists. Action of similar character has been taken by the American Medical Association and the American Society of Civil Engineers. In no case, so far as I am aware, has the status of individuals been affected by such action. While the case is fortunately exceptional, it is gratifying that various agencies other than our Association have taken action, and it may be hoped in particular that accrediting agencies will hereafter deal more critically with the attitude on matters of tenure and the like of institutions seeking recognition rather than merely with the mechanical details of endowment, equipment, and number of Ph.D.'s on the staff.

Plans for 1931.—Beside undertakings which naturally continue from year to year, particular attention will probably be devoted to the activities of the Committees on Requirements for the A.M. Degree, Requirements in Education, Economic Condition of the Profession, and to a systematic study of conditions of Tenure. The Association of American Colleges has recently appointed a Committee on Surveys, and the American Council on Education has a Committee on Educational Research. Negotiations have been initiated with both of these groups with a view either to cooperative action or to consultation and coordination of activities.

Bulletin.—There have been no changes in the editorial personnel. Further efforts to interest advertisers have been postponed until the circulation should reach 10,000. They will now be resumed. Response to the invitation for Communications has been as yet limited. The general distribution of material published during the year has been approximately as follows:

Annual Meeting and Reports of Officers.....	75 pages
Educational Discussion.....	95 pages
Committee Reports.....	77 pages
Notes and Announcements.....	59 pages
Reviews.....	35 pages
Local and Chapter Notes.....	45 pages

H. W. TYLER

REPORT OF THE TREASURER

The following statement of Income and Expenditure for the fiscal year ending December 31, 1930, is submitted by the Treasurer, as his report for the year. The accounts of the Association for the year 1930 have been duly audited by Professor R. N. Owens, C.P.A., of George Washington University.

Statement of Income and Expenditure

(from January 1 to December 31)

<i>INCOME</i>	1929	1930
Dues.....	\$21,828.65	\$27,226.27
Bulletin Sales.....	581.16	638.54
Advertising.....	544.65	142.00
Appointment Service.....	266.65	1,675.15
Stenographic Report.....	100.00	155.00
Interest.....	691.53	696.84
Total Current Income.....	\$24,012.64	\$30,533.80

EXPENDITURE

Bulletin (exclusive of overhead).....	\$ 9,059.01	\$10,253.39
General (Washington Office).....	10,671.88	18,887.98
Furniture, Equipment, Moving.....	999.85	338.54
Appointment Service.....	2,001.71	2,924.19
Annual Meeting (exclusive of overhead).....	1,068.97	1,899.99
Chapter Rebates.....	901.76	1,165.25
Committee Activities (exclusive of overhead)....	1,029.80	920.53
Executive Committee and Council.....	557.18	541.88
President's Office.....	220.00	200.00
Travel.....	111.76	110.93
Publicity.....	270.00	605.25
American Council.....	100.00	100.00
Total Current Expenditure.....	\$26,991.92	\$37,947.93

SUMMARY

Checking Account:

Balance, January 1, 1930.....	43.27
Add, Transfer from Savings Account.....	7,800.00
Add, Current Income.....	30,533.80
Total.....	\$38,377.07
Less Expenditures for 1930.....	37,947.93

Balance in Checking Account December 31, 1930

429.14

Invested Reserve:

Balance January 1, 1930.....	\$11,800.00	
Withdrawn during 1930.....	7,800.00	
	<hr/>	
Balance, December 31, 1930.....		\$4,000.00

Life Membership Fund:

Balance, January 1, 1930.....	\$ 1,785.65	
Added in 1930.....	237.51	
Interest Added 1930.....	109.26	
	<hr/>	
	\$ 2,132.42	
Transferred to Current Income.....	165.00	
	<hr/>	
Balance, December 31, 1930.....		\$ 1,967.42

Total Assets December 31, 1930.....	\$ 6,396.56
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NOTE: Both the Invested Reserve and the Life Membership Fund are deposited in the Special Interest Department of the Harvard Trust Company, Cambridge, Massachusetts. The Checking Account is with the American Security and Trust Company, Washington, D. C.

JOSEPH MAYER, *Treasurer*

NOTES AND ANNOUNCEMENTS

REQUIREMENTS FOR THE MASTER'S DEGREE

The Committee invites members of the Association to suggest questions for consideration in the course of the Committee's investigations. Information about the work leading to the degree in institutions of different types is especially desired; for example, the nature of the requirements, methods of instruction, and the significance of the degree in universities which give a Ph.D. also; in colleges chiefly concerned with undergraduate work; in teachers' colleges.

Investigation of the following matters has already been requested:

1. The significance of the degree as a step toward the Ph.D.; as evidence of training for teaching; as indicative of a fifth year of undergraduate work.
2. The proper length of the M.A. course.
3. The requirement of a minor (or minors), and its relation to the major.
4. The desirability of a final comprehensive examination.
5. The requirement of a thesis; and its nature and scope if required.
6. The essential requirements in a prerequisite bachelor's degree.
7. The acceptance of work done in other colleges, or by extension.
8. The advisability of admitting M.A. candidates to undergraduate courses; to Ph.D. seminars.
9. The foreign language requirement.

The Committee will consider gratefully information and expressions of opinion concerning these and other matters submitted by members of the Association. If it seems desirable, a questionnaire will be framed on the basis of such suggestions, looking toward a report on the diversity of existing conditions, with, it is hoped, some tentative recommendations.

Communications should be addressed to the secretary of the Committee: Professor Helen Sard Hughes, Wellesley, Mass.

TUCKER BROOKE, *Chairman*

REWARD FOR DISTINGUISHED SERVICE IN SCIENCE

The Report of the Permanent Secretary of the National Research Council for activities during the summer of 1930 contains the following statement in regard to Government Reward for Distinguished

Service in Science: "In response to a request from Mr. Luce, chairman of the House of Representatives Committee on the Library, for advice in regard to a measure to be proposed in Congress for the reward of government scientists, and upon the recommendation of a special committee of the Division of Federal Relations, two bills were suggested last March by the Council to Mr. Luce's Committee. One of these bills provided for the annual award of a medal and the sum of \$1000 to each of three government employees for distinguished service in science, and the other provided for three similar awards for the voluntary risk of life or health beyond the ordinary risk of duty, the nominations to be made to the President of the United States by the National Academy of Sciences. The two medals are to be known as the Thomas Jefferson Medal of Honor for Distinguished Work in Science, and the Jesse E. Lazear Medal of Honor for Distinguished Self-Sacrifice for Humanity."

COLLEGE ENTRANCE EXAMINATION BOARD

The Thirtieth Annual Report of the Secretary announces the appointment of Professor Carl Brigham of Princeton University, who has had charge of the Scholastic Aptitude Tests as Associate Secretary of the Board; Professor Brigham continues his work at Princeton.

The Carnegie Institute of Technology has been admitted to membership.

Examinations in English for foreign students have been held for the first time at three points in China, Beirut in Syria, and Budapest, for a total of thirty applicants desiring admission to sixteen American institutions.

The examinations of 1930 were taken by 23,478 candidates, including 10,259 from New England schools and 8592 from schools in Middle Atlantic States. Those applying for admission to New England Colleges numbered 12,229 against 7144 for colleges in the Middle States and 3148 not stated. The total number is 754 larger than for 1929. Candidates taking the Scholastic Aptitude Test numbered only 1652.

Of 711 readers, 120 come from New England Universities and Colleges, 113 from public and 130 from private schools, the corresponding figures for the Middle States being 78, 10, and 163.

Commissions appointed by the Board are studying revision of the requirements in English and in Modern Languages.

NATIONAL STUDENT FEDERATION OF AMERICA

"The National Student Federation of America was born at the 1925 Princeton Conference of student representatives from 245 universities assembled to discuss the question of the entrance of the United States into the World Court.

"The students realized the need for organization which might become the medium for the development and expression of intelligent student opinion on problems of education, citizenship, and international relations.

"It was perpetuated for two years as an experimenting organization without a headquarters aside from the elected President's office."

In 1927 the Federation became a full member of the International Confederation of Students, which is a world organization of 29 student unions. In 1930 at Stanford University, the Fifth Annual Congress, attended by official student delegates from member colleges, adopted a program for expansion and development. In June, 1930, the Executive Committee met in New York and elected a staff to carry on the work and to replace the previous voluntary workers unable to continue.

Plan of Organization

"The Annual Congress, attended by delegates, elected by the member colleges, is the source of authority. The representatives discuss student problems, determine the program, and delegate responsibility for its fulfilment. It elects members to an Executive Committee and a National Board of Advisors.

"An Executive Committee, composed of twelve students has a part of the responsibility of directing the policy of the Federation and determining procedure between Congresses. For purposes of fair representation, the United States is divided into seven regions, each one of which elects a member to the Executive Committee.

"A National Board of Advisers shares the responsibility of directing the policy and financial organization of the Federation. The members are called upon frequently for advice where their special experience is helpful, and are active in promoting the welfare of the National Student Federation of America. They serve three years, four members being elected each year by the Annual Congress.

"The staff, composed of young graduates whose continued work and interest in the National Student Federation of America have qualified

them for leadership, is selected to develop the program in the Central Office.

"Standing Committees of students and officers carry on special surveys on student activities and educational problems, and contribute to the technical detail of the program."

Among the activities of the Federation are the following: weekly news releases; international debating and speakers exchange; radio broadcasting of subjects of interest to students; student travel; surveys of student problems, conditions, and opinions.

The estimated expenditures for the fiscal year September 1, 1930, to August 31, 1931, is \$91,538.07, and the estimated income, \$75,864.59.

EXTRACTS FROM

PRELIMINARY COMMENTS OF THE EXECUTIVE COMMITTEE OF THE ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES ON THE "REPORT OF PROGRESS" OF THE NATIONAL ADVISORY COMMITTEE ON EDUCATION¹

The following comments which are herewith respectfully submitted to the National Advisory Committee are admittedly only preliminary and are somewhat fragmentary; but because of the bewilderingly general statements of alleged fundamental principles they must in part assume the form of questions, inasmuch as the report contains no data or authorities upon which its proposals rest. We are without information concerning many features of these proposals, and trust that the National Advisory Committee may be able to submit some findings of fact for the information and guidance of the land-grant college association in its further consideration of this whole matter.

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Has it been conclusively demonstrated that the states need federal aid for general education? Will it be used for the present programs in the states? For modified or enlarged programs in the states? Which states must rely upon and are now calling for federal aid? This is a very sweeping provision entirely arbitrary in its basis.

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The system of federal grants for agricultural education has many followers and believers in the states, and they know how the present system has aided public welfare; will they vote to throw it aside

¹ Extracts from the "Report of Progress" were printed in the November *Bulletin*. The passages quoted above represent the reaction of an important group affected by the proposals of the National Advisory Committee.

for a theory? Long discussion was given to the provisions finally enacted in the Morrill Law, the Hatch Law, and the Smith-Lever Law; the latter, dated May 8, 1914, required at least six years of very active consideration, planning, conferences, hearings, and finally efforts on the floor of Congress. This careful work was needed to bring the Act into conformity with the best agricultural thought. The Smith-Hughes Act of 1917 was the result of eleven years of consideration, conferences, hearings, and planning, and it was pushed aside temporarily so that the Smith-Lever Act might first be enacted. The statements of the National Advisory Committee on pages 33 and 34 about the effects of "war psychology" have no application to the Smith-Lever Act, which antedated the war, and the general provisions of the Smith-Hughes Act were well in mind long before the War.

It would seem that the basic question is whether these federal grants have satisfied a constructive purpose in the agricultural activities of this country. These acts are so ingrained in the thinking, organization, and practices relating to agricultural education, commencing as they do in 1862, in 1887, in 1890, in 1906, in 1914, in 1917, and being supplemented by still later acts, that it would be a distinct wrench in the structure and the thinking about agriculture to abolish these acts. The National Advisory Committee would destroy these results of agricultural thinking in the past and would set up some new basis of assistance in the field of agriculture, or it would create a condition in which progressive agriculture might be neglected, and it would do these things to satisfy idealistic political theory!

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The ten principles (of the National Advisory Committee) are supported by a presentation of theories only based upon our alleged political experience. These theories are generally speaking broad and one by one are open to serious debate.

Some of them might in the end merit support; however, the proposing of these theories opens a wide field for discussion concerning their application to the "repeal" noted above. Some parts of the discussion go beyond the region of pure theory and proceed to conclusions based upon consideration of legal, social, economic, and political principles. They are ostensible bits of political, social, and economic philosophies, and merely throw the whole matter distinctly into the region of debate, settling no question but raising many.

The executive committee would urge upon the National Advisory Committee on Education serious consideration of (1) the conditions under which the Agricultural Experiment Stations were created, and their accomplishments since; (2) the conditions under which the land-grant colleges were brought into being, and their accomplishments since; (3) the conditions in which agricultural extension was provided for; (4) the conditions in which vocational education was provided for, and with reference to (3) and (4) a careful study should be made of the reasons why cooperation between the states and the Federal Government was undertaken. A distinct philosophy seems to underlie all of these matters and it has been working constructively and concretely for so long a period of time that it now deserves further consideration before its legislative expressions are brought to the "repeal." May it not be proven to have been wise for the Federal Government not only to provide stimulus from time to time for agriculture, but also to keep its hands on these activities for stimulation in the broadest aspect, for regulation and for progressive support?

. . . .

In the beginnings of our history schools were necessarily supported and managed in the localities; gradually the obligations of larger units such as township and county were recognized and general state regulation came on. . . . The conception of the federal obligation to education has been changing; at first lands were given—that was all the Federal Government had to give. But the nation came to maturity in the Civil War and progressively appreciated the need of better agricultural education and practice and the need of federal aid. Act follows act for the next sixty years bringing federal money, vision, stability, regulation, and cooperation into this fundamental area of the nation's life.

CALENDAR REFORM

A University Association for the Study of Calendar Reform has been organized at the University of Iowa, under the Chairmanship of Professor R. C. Flickinger. The Association is critical of the thirteen-month plan and will publish a statement in "Science" and a special pamphlet in the near future.

LOCAL AND CHAPTER NOTES

COMMONWEALTH COLLEGE

Commonwealth College, established at Mena, Arkansas, in 1923, aims to bring a knowledge of the social sciences to men and women of the working class, and to enable boys and girls of the poor to secure an education by their own labor by studying during the summer without the usual distractions of college life. At an annual expense of \$5000 the college feeds and houses students and teachers and cultivates 160 acres of farm land by the labor of the teachers and students with no payment to the former beyond simple needs. Complete academic freedom is granted as there is no Board of Control other than the faculty and students.

LOUISVILLE MUNICIPAL COLLEGE FOR NEGROES

This is said to be the first college of its kind established by a municipality in the United States although there are several cities which maintain junior colleges for negroes. It offers training in pre-medical, normal, and regular academic work meeting the requirements of the Southern Association of Colleges and Secondary Schools. It is under the administration of the Board of Trustees of the University of Louisville, but its dean and faculty are of the negro race.

MARIETTA COLLEGE, ADMINISTRATIVE COUNCIL

The faculty in the Spring of 1928 adopted a plan for an Administrative Council as embodied in the following resolutions:

1. That the faculty of Marietta College place in the hands of the Administrative Council the legislative powers exercised by the faculty with the understanding that (1) the arrangement continue until the close of the academic year 1928-29; (2) that it may be renewed at the will of the faculty for such periods as the faculty may determine; (3) that no forward move in the conduct of the institution shall be made without a previous presentation of the matter to the faculty for full discussion; (4) that the Administrative Council shall hold regular meetings at four o'clock on the first Monday afternoon of the month of the academic year to which any member of the faculty will be welcomed and permitted to introduce business or to share in the discussions; (5) that the Administrative Council shall place in the hands of the faculty their reports on all discussions and action of general faculty interest.

2. That the faculty committees shall continue to handle the usual detail matters of their fields.

The Administrative Council is composed of seven members from the faculty, two elected at the beginning of each year for terms of two years, and the president, dean of the faculty, and the dean of women. It holds regular meetings once a week throughout the college year.

At the beginning of 1929-30 and at the beginning of the present academic year the faculty voted unanimously to continue the plan. All feel that the real business of the faculty is put through more expeditiously and the teaching force is relieved of unnecessary administrative thought and labor.

Several years ago the process of concentration of faculty responsibility began with the elimination of most of the committees, the names and personnel of which filled a page of the Marietta catalogue. Now there are two standing committees—the Administrative Council and the Instruction and Curriculum Committee. There is a joint committee of three members of the faculty and three students who hold an advisory relation to the faculty and the student body. Occasionally other committees are appointed for special studies or surveys and to meet temporary needs, but these are very few.

EDWARD S. PARSONS

NEW SCHOOL OF SOCIAL RESEARCH

The school is moving to new quarters in West 12th Street in a building having many original and interesting features. The basement has a hall with a depressed floor where the dance may be demonstrated as one of the arts. On the roof is a penthouse with wide terraces, where painting and sculpture may be practised as well as studied. One floor, with kitchen and dining-room facilities, will be virtually a club for the faculty and associate members of the school. The library will have not only shelf and stack room for fifteen thousand volumes, but a unique bibliography of the political and social science resources of all the libraries of the city. On nearly every floor will be talk-over niches and rooms for seminars and discussion groups.

Fifty-one courses have been announced with forty-one instructors. Special attention will be given to psychology, philosophy, and education.

SMITH COLLEGE CHAPTER, CURRENT ACTIVITIES

The Smith College Chapter has held during the year three informal discussion meetings. The meetings were open to all members of the Faculty and were preceded by tea at the Gateway House, with twenty or twenty-five present. On March 7 the general topic was the "Freshman Curriculum" and included: the relation of high school to college courses, especially in English, in foreign languages, and in the newly adopted reading tests in foreign languages; methods of developing elementary courses in foreign languages in college; aims of the Philosophy Department in opening its introductory course to Freshmen. At a meeting on April 25th Professor Robert Withington read a paper on "The Meaning of Academic Freedom," which was followed by a general discussion of the topic from many points of view. "Requirements for the Master's Degree" was considered at the meeting on October 24th at which some of the members of the Graduate Study Committee presented our present scheme and its development; the quantity, quality, and kind of work demanded; the range of subjects acceptable as forming a coherent major; and the part to be taken by the thesis.

UNIVERSITY OF WISCONSIN, NEW PROGRAM

The first important thing with regard to the Wisconsin curriculum revision seems to me the method pursued by the Committee, which was first to familiarize itself with the literature of the last ten years dealing with the American college, second to discover the mind of the faculty by open meetings and private conferences, and third by cooperation with two distinct student committees. The forty-two proposals presented to the faculty covered many points not necessarily connected. They were subjected to vigorous discussion for six weeks and all adopted with some modification.

The Committee did not have it in mind to devise a new system of college education, but to build on that already existing at Wisconsin which seemed to have elements of merit and inevitability.

The Committee considered that its chief purpose was to preserve, if possible, the American college. We believed that the college, historically conceived, is not a necessary element in intellectual training, but that it has valuable social as well as intellectual connotations. To preserve the college it seemed to us necessary to adapt it to modern conditions.

We did not accept the conception that the social function of the college is primarily the development of leaders, rather that it is to provide a body of critical opinion calculated to check the excessive autocracy of the specialist. This can no longer be done by providing a basis of common knowledge as in the 18th and early 19th centuries, but it is still possible to furnish the student with a familiarity with the basic intellectual methods. These we conceive to be: first, the habit of careful and accurate observation of facts; second, familiarity with the methods of human development; and third, the capacity to use the mind abstractly. We considered that the college curriculum should require exercise of all these three methods and should in addition provide the student with such intellectual tools as are pertinent to his generation and with a skill represented by his major subject.

This involved the rejection of the idea of a general orientation course which seemed to us a futile endeavor to recover the common basis of knowledge. We rejected also the unified course as in the social sciences, believing that each intellectual method must be somewhere dealt with separately.

One line of effort was to increase the intellectual interest of the student. To do this we resorted to a wider use of examinations without destroying the existing system of instruction. Naturally we have always given examinations, so that what we meant more exactly was impersonal examinations. Our hope is that these may be so arranged as to make the instruction seem personal and to turn students and instructors into allies. When we once accepted this principle we turned it to various uses, but always with the idea that each of these examinations should represent a definite goal, made plain to the student in advance.

Such examinations are provided for the placement of students entering into suitable classes. Attainment examinations also are arranged to fulfill all the definite college requirements, as in foreign language, English, history, mathematics, and natural science. The general plan is that such examinations are offered at entrance. Students who are exceptionally equipped may ask to take them. If they do not pass, they go on as before. If they pass they receive no college credit but are released from that particular mortgage on their college time. It is estimated that owing to the differing conditions in schools as well as in the abilities of the students, several hundred entering freshmen will thus be able to pass off requirements and extend their

elective time. Already in the fall of 1930 some students have taken advantage of this opportunity, and it is believed that as the chance becomes better understood its influence will reach down and affect their attitude toward their studies in the schools.

The system in the case of foreign language is carried still further. Here the impersonal examination is an absolute requirement, and may be taken, within reason, whenever the student feels himself ready.

A third type is that of the comprehensive examinations given in the major subject at the close of the senior year. The programs are to be arranged at the beginning of the junior year and they are required of all students. Juniors of proved ability may set themselves to more difficult programs in hope of special privileges.

No such plan could have been recommended had it not been for the amount of material available; to apply it to our condition and to establish the examination psychology where it has been but a small factor, is a delicate and laborious problem. Our Committee, therefore, recommended the appointment of a Board of Examiners to arrange for its development.

A second large purpose was to break up the march of regimented units through a four-year course and to put students more nearly where they belonged; with more interest in preventing unnecessary duplication of work than in separating the students according to ability.

A third step was intended to deal with the question of students who should not be at college at all. A state university cannot serve an intellectual aristocracy. On the other hand, many students were wasting the State's money and their own time. Wisconsin was already giving advice as to entrance, which was winning the confidence of parents. We left entrance alone and made the end of the second year a dividing line. To all who pass their work at this time we will give a certificate and they will be divided into three classes. The great majority will automatically become juniors. The lowest class will not be permitted to go on, although they may be readmitted after a year. The intermediate class will be advised, authoritatively, to continue or to leave, on the basis of a careful consideration of their six-year record in high school and college, and of material collected by our Bureau of Standards. The points dividing these classes will be fixed, not proportional, and the Committee would rejoice in seeing such an improvement of standards that all students enter class one. Juniors of very high record will be ad-

mitted as candidates for more difficult degree examinations and will be allowed to pursue their major in their own way. The best of them will be allowed to take their master's degree at the close of their fourth year.

A fourth step to more successful orientation, will also serve as a test of the frequently reiterated demand that colleges should abolish tests and degrees. We provide that students who can enter may do what they please in college on the mere evidence of the sincerity of their educational purpose; that they register as non-candidates for degrees and do not engage in activities requiring a credit rating.

Our fifth purpose was to synthesize the curriculum. We were confronted with the obvious facts that the development of knowledge by specialization has resulted in a tremendous increase in the variety of the courses offered, and that the form of educational accounting has developed among many students a habit of regarding all education as a matter of credits. It was perfectly plain that return to the old uniform curriculum was impossible. The proposal of our student committee that the whole be divided into separate required paths failed to appeal to us.

Our proposals were based on the idea that the college graduate should possess certain tools, as the use of English and such others as the time seemed to require. That he should have some special skill and interest. That in addition he should have acquired a familiarity with the major processes of intellectual attack upon life; first the habit of careful, exact and thoughtful observation of facts, such as can be acquired either by language study or in the laboratories of the natural sciences; second, familiarity with how things actually happen among men, as by the study of history, literature, and inductive economics and political science; third, a capacity for abstract mental action, as by philosophy or mathematics, economic or political theory, and similar studies.

We recommended that their acquaintance with intellectual methods and such tools as educated opinion considered necessary be provided for by the regular uniform curriculum requirements to be passed off chiefly in the first two years. We recommended the establishment of certain courses to bring into practice reasonable syntheses, such as English history and literature. The most glaring defect from our point of view was in the lack of a requirement dealing with abstract thought. We, therefore, recommended the establishment of a sophomore course, to be managed by the departments of philosophy, eco-

nomics, and political science, and intended to attack the human problem from the point of view of pure thought. This being a new course, we recommended that its methods be adapted from those used in the Experimental College. It is our hope that it may develop to the point where it can be made a sophomore requirement.

With respect to the skill or special interest, we recommended that the major be made divisional rather than be taken in one department, the purpose being to bring the students' specialization into relation with its kindred fields. In addition we provided that within the major there be a field of concentration, which we think of as somewhat narrower than the former major. For instance a student has majored, say, in history. He will now major in the social sciences, with a field of concentration in American or English history. We hope that the cutting edge of his knowledge will be keener and his aim surer.

Organization has only a limited potency. At moments in the months of hard labor we put into our study we had high hopes, and at others it seemed that we were but slipping the same old cards into new combinations that would leave the real *status quo* undisturbed. It was our good fortune, however, to receive such hearty approbation from faculty and administration, from students and the State, that one may have some confidence that an educational improvement is in process, and these changes may be credited with more than they are actually responsible for; or from another point of view, the willingness to change was more important than the changes made.

CARL RUSSELL FISH

YALE UNIVERSITY, SOME COMMENTS ON THE RELATION OF THE
UNIVERSITY TO ITS FACULTY

I have now been chairman of the Yale Chapter of this Association for four years. In retiring it is proper that I should give an account of my stewardship.

The policy followed by the executive committee of the Chapter has been to work on problems of the material welfare of the teaching staff of the University. In all cases the general proposition was first submitted to the President of the University. His approval was obtained; otherwise the matter was dropped. Obviously this policy limits the field of activity; but it is the only policy that combines harmony with some measure of achievement.

In accord with this policy, three years ago, the services and cooperation of the Chapter were offered to President Angell for any useful object; and as a result the Chapter undertook an investigation of the salary needs of the faculty. Throughout this study of living conditions here and in the preparation of the report we kept President Angell fully informed and consulted him and his associates in the administration frequently.

A committee of twelve was organized, and from December of 1927 to March, 1928, lunched and argued together weekly at the Faculty Club. On the basis of a questionnaire sent to all the members of the faculty, together with a large amount of other material, a report was drawn up which was published by the Yale University Press in December, 1928, under the title *Incomes and Living Costs of a University Faculty*.

The report showed that salaries here fell far short of the economic standards in the upper 25 per cent of other professions in New Haven. It pointed out that a higher salary scale will be possible only on condition that the expansion of the University in staff and new departments is not so rapid as to absorb all new funds. The report also recommended that, instead of the policy of bargaining and favor, or estimation of individual merit by the administration, there should be definite salary scales, increasing with length of service, for each grade in the faculty.

It is a matter for profound regret that such increase of salaries as has occurred falls far short of meeting the needs which are almost as urgent now as when this report was presented. It is, however, very encouraging that our report has had a considerable effect in a number of other universities. Notable are the recent salary increases at Harvard.

In the report on salaries it was pointed out that university professors fall considerably below the level of income of those classes in the community that can afford to give their children a college education. By vote of the Yale Corporation, scholarships have now been provided for the sons of professors, conditional on satisfactory grades in their studies. In many cases the parents of these students lack the means for their sons to have rooms in college instead of living at home and attending college as a day school. In fact, while such special provisions are welcome under present conditions, an adequate living wage without favors would be better for the dignity of the teaching profession.

During the past year the executive committee of the Chapter, in consultation with the Comptroller of the University, has obtained for him the information and support requisite for an improvement in the conditions of insurance applying to the faculty, both term-insurance and retiring-annuity. In reply to a questionnaire a large majority of the faculty approved the automatic application of both forms of insurance for all members of the faculty except in those few cases in which the individual expressly declines for himself and relieves the University of its responsibility also.

The problem of mortgage loans to members of the faculty has also been studied, and a practical plan has been submitted by a committee of this Chapter. It has been put into effect by vote of the Prudential Committee of the Corporation. This plan provides for 15-year amortized mortgages at $4\frac{1}{2}$ per cent up to 80 per cent of the value of property which does not exceed \$18,000 for both house and lot, and for similar amortized mortgages at 5 per cent up to 75 per cent for property of greater value. These arrangements are now in operation with considerable saving to faculty members, who are thus enabled to attain unencumbered ownership of their homes within fifteen years, at little greater annual expense meanwhile than the rental of similar houses would involve. At the same time the University has a superior investment, as it pays the amortizations to itself from salaries.

This arrangement recognizes that the economic status of Yale professors generally renders an \$18,000 home the maximum that they can safely undertake. It is based on a well-proved principle of sound family finance that the value of the home should not be more than twice the total family income. Actually \$18,000 is three times the salary of many full professors, and outside earnings are necessary to carry even an \$18,000 home safely. For the assistant professors the situation is even more difficult.

Another proposal submitted tentatively by your chairman to the University administration would have provided for the consideration by an impartial committee of faculty members of those cases in which a member of the faculty feels that some financial matter or other arrangement has not been settled fairly or in accord with promises. Such a provision for settlement of disagreements quietly, inside the University, would relieve the American Association of University Professors of most of those investigations from the outside, with their inevitable publicity, which now generally occur only after

it is too late to remedy the particular case. This suggestion was, however, found unacceptable by the Administration.

In addition your chairman has brought to the attention of the representative of this district in Congress, of the two Connecticut Senators, of the Custom House in New York, and of the Secretary of the U. S. Treasury a case in which a 45-cent duty was charged on a foreign scientific magazine to which a graduate student subscribed. The money has been refunded, but the machinery of reform, and for the prevention of another incident so barbarous as a tariff duty on learning, is still working its way over the desks of the Customs officials at Washington.

I turn now to a larger problem.

The experiment of the past four years in cooperation between an organization of professors and the officers of a university has afforded a highly significant experience. The professorate is naturally jealous of any move that looks like pauperization. The administration is no less jealous of the authority and control assigned to it by the board of trustees. It is undoubtedly better, conditions being what they now are in American universities, that such results as those described above should be attained by some method than that the problems of insurance, housing, and salaries should remain unsolved and unstudied. But the fact that other needs of equal or greater importance are still unattained, and probably are unattainable under the limitations of our method, demonstrates the inadequacy of the Association and the risk of antagonism between the two parties into which American universities tend to separate: the professorate and the administration. There ought not to be two parties; there should be only one party: namely, a fellowship of professors of which the administration would be the executive committee.

The universities of Europe, the noblest legacy from the Middle Ages, have no other organization than that of a Fellowship of Scholars. From them comes to us the significant academic word "fellow," which in American universities is now perverted to mean either a trustee, or a free scholarship. In European universities either the government is the owner of the plant and equipment, as on the Continent, or the teachers are also the trustees, or "fellows," as in England. Nowhere but in the United States is university education organized like a corporation for manufacture or transportation.

Americans, especially of the dominant business-man type, and even American professors facing their own problems, seem year by

year less able to conceive of any large organization or institution in any terms except those of a business corporation consisting of a board of directors outside its active operation, a president and department managers, and a body of employees. In the best of our large business corporations some degree of recognition is now being accorded to the employees as partners in the functions and public service of the organization. In American universities, on the contrary, the present tendency is in the opposite direction: the professorate is being relegated to the status of employees and is even accepting this status as natural and proper. This may be sound in law; but it is not sound in the constitutional history of universities. Nor can it ever be a sound basis for an institution of learning.

The old New England type of college government is now impossible. A large and diverse faculty is generally so little fitted for making administrative decisions that the executive is forced to assume power and responsibility in such matters. Much of Yale's traditional faculty organization, once efficient, is so no longer and were better scrapped. But one result of the changes brought by time is that such problems as those of salaries tend now unfortunately more and more to call for action by some organization of the professorate outside the frame of the University.

Nothing could be more disastrous for higher education and learning than for this condition to develop to such a point that the American Association of University Professors or other organization should assume the functions of a labor union of teachers. Yet this must ultimately be the result, although undesired by all, if the professors are to decline to the status of mere employees.

In a wisely organized university there would be a Senate composed of the executive officers and a sufficient, but not too large number, of members elected by the various schools and divisions of the university. There would be included in the Senate a few of the trustees representing the alumni. To this Senate the entire control and government would be assigned by the trustees. The trustees would retain, of course, complete control of investments. They would remain the owners of the property in trust for faculty and students. Their sovereignty in these fields should be as unquestioned as their devotion is unselfish. But in others they should reign, not rule. They should limit their directly educational functions to a general validating act once or twice a year for the acts of the Senate. It is impossible, and would be unwise, for university trustees, busy with banking, law,

and railroads, and out of touch with education, to exercise their powers directly. They must delegate them either to executives with power, or to some legislative and administrative body. If the assignment is to individuals, the result is inevitably autocratic. The further an institution is from being a fellowship of scholars and the nearer it is to the autocratic organization typical of a business corporation, the more the professorate will decline to the status of employees, and the more education will be industrialized.

The industrialization of our universities is extremely adverse to the advancement of learning. Sweating injures no other enterprise or calling so much; yet teachers are notoriously weak in resisting it. If a factory lowered its wage scale and employed common labor in the place of skilled mechanics, its product would suffer and would not sell. But a university could reduce its salary scales by one-half and still fill its faculties with ease. Probably many of those now holding positions in the common schools would gladly be university professors on half the salaries of the present incumbents. The product would be deteriorated, of course, but if well advertised the American public would probably buy it just as freely.

Speaking as your chairman, I feel that the things we have done urgently needed to be done, and that we have done them well. We owe sincere acknowledgment and thanks to President Angell and to the Comptroller for their cooperation. But I feel also that we should urge on our own University, and indeed on all American universities, such a reform of university organization that a teachers' guild would be unnecessary, except as an agency to help our brethren in weaker institutions. The teaching staff should be partners in a noble enterprise, not employees in an industry. A university should be a self-governing fellowship of scholars.

YANDELL HENDERSON

NOMINATIONS FOR MEMBERSHIP

The following one hundred and forty-nine nominations for active membership and thirty-eight nominations for junior membership are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before March 20, 1931.

The committee on Admissions consists of Frederick Slocum, Wesleyan, Chairman; W. C. Allee, Chicago; A. L. Bouton, New York; E. S. Brightman, Boston; E. C. Hinsdale, Mt. Holyoke; A. C. Lane, Tufts; A. O. Lovejoy, Johns Hopkins; W. T. Magruder, Ohio State; Julian Park, Buffalo.

Alma M. Anderson (Spanish), Whittier
Douglas S. Anderson (Electrical Engineering), Tulane
J. Murray Barbour (Music), Wells
H. T. Bawden (Education), Temple
Minnie S. Behrens (Education), Sam Houston State Teachers
Minerva M. Bennett (Music), Temple
Katherine Berkstresser (English), Iowa State Teachers
W. L. Blizzard (Animal Husbandry), Okla. Agric. and Mech.
Marguerite Bréchaille (French), Wellesley
Henry Brechbill (Education), Maryland
Césarine Breuilland (Languages), Goucher
William A. Brindley (English), Iowa State Teachers
C. Crane Brinton (History), Harvard
L. A. Brown (Zoology), George Washington
Alfred G. Buehler (Economics), Vermont
E. C. Burris (Business Administration), Okla. Agric. and Mech.
J. N. Cameron (Mathematics), Oklahoma State Teachers (N. W.)
Elisabeth Carey (English), Michigan State Normal
William A. Cook (Philosophy), Park
James Q. Dealey, Jr. (Political Science), Western Reserve
G. M. DeMotte (English), Okla. Agric. and Mech.
C. B. Dicks, Jr. (Chemistry), Tulane
H. E. Dickson (Fine Arts), Pennsylvania State
Brooks D. Drain (Pomology), Massachusetts Agricultural

¹ Nominations should in all cases be presented through the Washington office, 744 Jackson Place, Washington, D. C.

A. W. Drinkard, Jr. (Agriculture), Virginia Polytechnic
John W. Dunn (Dramatic Art), Oklahoma
S. W. Eager (Physics), Okla. Agric. and Mech.
Robert Emerson (Biophysics), Calif. Inst. Technology
George V. Emery (Physics), Missouri State Teachers (S. E.)
George F. Evans (Philosophy), City of Toledo
Charles C. Fichtner (Economics), Arkansas
Anna B. Fisher (Biology), Oklahoma State Teachers (N. W.)
Lillian E. Fisher (History), Oklahoma College for Women
Eleanor J. Flynn (Sociology), Pennsylvania College for Women
Harriet L. Friend (Nursing Education), Temple
Robert L. Fritz (Mathematics), Lenoir-Rhyne
Prosser H. Frye (English), Nebraska
Ruth M. Gerber (Chemistry), Okla. Agric. and Mech.
Royal A. Gettmann (English), Washington (State College)
F. L. D. Goodrich (Library), City of New York
C. A. Gottschalck (Chemistry), North Dakota
Milton W. Hamilton (History), Albright
Clifford N. Hand (Religion), Pomona
Henry Harap (Education), Western Reserve
Christian P. Heinlein (Psychology), Florida State for Women
F. Allen Hodges (Botany), Syracuse
O. E. Hooley (Political Science), Okla. Agric. and Mech.
Paul M. Horton (Chemical Engineering), Louisiana State
W. V. Houston (Physics), Calif. Inst. Technology
A. P. Hudson (English), North Carolina
Mary V. Hulbert (Languages), Skidmore
Frederic James (Dental Pathology), Temple
F. W. Lamberston (English), Iowa State Teachers
Herman P. Lankelma (Chemistry), Western Reserve
M. Latimer (Greek), Mississippi (Clinton)
T. A. McCorkle (Chemistry), Virginia State Teachers
Katharine MacKay (English), Wells
Loren MacKinney (History), North Carolina
Alexander Marcus (Physics), City of New York
R. L. Menville (Chemistry), Louisiana State
Clark B. Millikan (Aeronautics), Calif. Inst. Technology
A. Viola Mitchell (Physical Education), Hanover
C. V. Money (Physical Education), Hanover
Homer T. Newlon (Chemistry), Pittsburgh

Charlotte M. Noteboom (Education), South Dakota
Don M. Orr (Agriculture), Okla. Agric. and Mech.
Raymond C. Reed (Pathology), Maryland
Thomas Reilly (Social Sciences), Xavier
Allie W. Richeson (Mathematics), Maryland
R. Chester Roberts (Chemistry), Colgate
Helene Ross (French), Washburn
Ralph Russell (Agricultural Economics), Maryland
F. M. Salter (English), Okla. Agric. and Mech.
Herbert M. Schiffer (Marketing), New York
Hazel E. Schoonmaker (Mathematics), Rutgers
Mary M. Shaw (Home Economics), South Dakota
Charles R. Sherer (Mathematics), Texas Christian
Philla Slattey (English), Iowa State Teachers
Anna M. Sorenson (English), Iowa State Teachers
George J. Starnes (Commerce), Virginia
Alban Stewart (Bacteriology), Florida State for Women
Watt Stewart (History), Okla. Agric. and Mech.
Candace Stone (Political Science), Syracuse
W. H. Sumrall (Psychology), Mississippi (Clinton)
Delbert Swartz (Botany), Arkansas
Alice B. Traver (English), Okla. Agric. and Mech.
Clement E. Trout (Journalism), Okla. Agric. and Mech.
Benjamin B. Wainwright (English), Vermont
Effie L. Walker (History), Pennsylvania College for Women
George W. Wallace (Education), Washington State Normal
James E. Walmsley (History), Virginia State Teachers
Rolland H. Waters (Psychology), Arkansas
Miriam H. Weaver (Music), Sweet Briar
Ernest A. Wildman (Chemistry), Earlham
Louis B. Wright (English), North Carolina

NOMINATIONS FOR JUNIOR MEMBERSHIP

Nita L. Butler (Languages), Pennsylvania College for Women
Evelyn M. Carrington (Education), Sam Houston State Teachers
Mildred S. Corson (Languages), California (Berkeley)
Dorothy S. Cummings (Chemistry), Skidmore
Anne E. Denison (Home Economics), Columbia
Adrian S. Foster (Botany), Oklahoma
N. O. Halvorson (English), Iowa State Teachers

William M. Hargrave (Political Science), De Pauw
Julia H. Heinlein (Psychology), Florida State for Women
Stella M. Heywood (Home Economics), Washington (State College)
Ellis O. Hinsey (English), Temple
Walter Krausnick (Electrical Engineering), Michigan
Harold H. Millott (Languages), Louisville
Thomas H. Osgood (Physics), Pittsburgh
John R. Roberts (History), Pennsylvania State
Ruth O. Rose (English), Southern Illinois State Teachers
Stanley E. Saxton (Music), Skidmore
T. E. Shearer (Political Science), Pennsylvania State
W. Lewis Shetler (Physics), Pennsylvania State
Leslie R. Sovocool (Philosophy), Princeton
J. E. Wallace Wallin (Psychology), Miami
Kenneth O. Warner (Political Science), Washington (Seattle)
Olive L. Watkins (French), Columbia

SUPPLEMENTARY LIST OF NOMINATIONS FOR ACTIVE MEMBERSHIP

N. B. Adams (Spanish), North Carolina
Quincy C. Ayres (Agricultural Engineering), Iowa State
T. M. Baines, Jr. (Metallurgy), Oregon State
Howard Berolzheimer (Economics), Yale
Josephine de Boer (Languages), Sweet Briar
Mable Caldwell (English), Okla. Agricultural and Mechanical
R. G. Campbell (Education), Okla. Agricultural and Mechanical
Emmett B. Carmichael (Physiological Chemistry), Alabama
Robert A. Caughey (Civil Engineering), Iowa State
David Causey (Zoology), Arkansas
Sister M. Celestine (English), Loretto Heights
Evalyn A. Clark (Languages), Rutgers
B. F. Condray, Jr. (Economics), Texas Technological
Owen C. Coy (History), Southern California
William M. Craig (Chemistry), Texas Technological
Mary E. Davis (English), Missouri State Teachers (Southwest)
Fred A. Dudley (English), Iowa State
Marjorie E. Dudley (Music), South Dakota
P. H. Ewert (Psychology), Vermont
Hugo Giduz (French), North Carolina
Gerald L. Hamilton (Music), Marietta

Wilber E. Harvey (Metallurgy), Lehigh
 Johannes Hauptmann (German), Rutgers
 Emily Hickman (History), Rutgers
 Nelson P. Horn (Religious Education), Iowa State
 Lilian Hunsicker (Psychology), Wisconsin State Teachers
 C. T. Hurst (Biology), Colorado State Teachers (Western)
 John W. Hurst (Mathematics), Montana State
 Morrill L. Ilsley (Physical Education), Claremont
 N. P. Lawrence (English), Okla. Agricultural and Mechanical
 George M. Lawson (Bacteriology), Louisville
 J. Lloyd LeMaster (Political Science), Oregon State
 William D. MacMillan III (English), North Carolina
 Bohumil Makovsky (Music), Okla. Agricultural and Mechanical
 Ida M. Matsen (Art), Oregon State
 Cora Miltimore (Library), Florida
 Jack P. Montgomery (Chemistry), Alabama
 James A. Padgett (History, Government), Trinity
 Dorris E. Perkins (Art), Mills
 Charles W. Pipkin (Government), Louisiana State
 W. J. Putnam (Mechanics), Illinois
 Webster P. Reese (Education), Southwestern (Winfield)
 A. W. Risley (History), New York State Teachers
 Carl W. Salser (Education), Oregon State
 H. E. Selby (Agriculture), Oregon State
 Florence A. Smith (Physical Education), Tulane
 Shirley Smith (Languages), Rutgers
 George C. Vedoua (Mathematics), St. John's
 Alice W. de Visme (French), Rutgers
 L. A. Ward (Library, Economics), Oklahoma State Teachers
 Helene Welker (Music), Pennsylvania College for Women
 Miriam E. West (Economics), Rutgers
 Mercy J. Whaley (Economic Geography), Oregon State
 B. F. Williams (English), Okla. Agricultural and Mechanical

SUPPLEMENTARY LIST OF NOMINATIONS FOR JUNIOR MEMBERSHIP

Ned B. Allen (English), Michigan
 Sinclair W. Armstrong (History), Brown
 Dorothy C. Beck (English), Yale
 Hester Chadderdon (Home Economics), Iowa State

Felicitas M. Doherty (History), St. Mary of the Woods
W. Rigeley Edwards, Jr. (Chemistry), Louisiana State
Ruth French (Classics), Yale
R. E. Jagers (Education), Cornell
L. Margaret Johnson (Nutrition), Purdue
William Newsom (Education), Colorado State Teachers (Western)
Louise Omwake (Psychology), George Washington
Allon Peebles (Economics), Columbia
Millicent H. Russell (Music), Wells
Henry D. Squires (Geology), Oregon State
R. H. Woody (History), Duke

Appointment Service Announcements

The appointment service is open to members only. Those interested in keyed vacancies listed below may have duplicates of their registration blanks transmitted to appointing officers on request.

All correspondence should be addressed, Appointment Service, A. A. U. P., 744 Jackson Place, Washington, D. C.

Vacancies Reported

Economics: Instructor or Assistant Professor for 1931-1933, on Pacific Coast. Courses in accounting, finance, money and banking, international trade and transportation. M.A. or equivalent, and some teaching experience. Salary \$2200-\$2400. V 325

Fine Arts: Organization of department of the history and criticism of the fine arts in prominent southern university. Prefer young woman, several years' teaching experience, European experience and study, and personal force and charm. V 336

French and German: Assistant Professor in French, preferably man who can teach elementary German. Large and growing southwestern state technological institution. Initial salary \$2000, with extra for summer teaching. Good prospect. Permanent position. V 343

French and Spanish: Instructor for elementary classes, eastern college. American, with good pronunciation of Spanish, and fair reading knowledge of French. Personal interview necessary; applicants must be within 100 mile radius of New York City. V 321

Geology: Instructor for 1931-1932, possibly for two years, to substitute for men on leave. To teach elementary geology and a first course in paleontology. Salary about \$2000. V 342

German: Associate Professor or Professor, Pacific Coast college, for September, 1932. Salary \$3000-\$4000, according to previous experience. V 315

German: Instructor, thoroughly trained Germanist, for 1931-1932, large mid-western university. Special psychological and pedagogical training essential. Salary at least \$2400. V 313

German: Woman, native American, graduate work completed, some teaching experience, for position, eastern college for women. Rank and salary depending on training and experience of applicant. V 331

Medicine: Assistant Professor of medical bacteriology and preventive medicine. M.D. or Ph.D.; experience or training in hygiene, pathogenic bacteriology, immunology, and serology. To take charge of diagnostic work in public health laboratory of mid-western institution. Half-time each semester to research. Good salary, and excellent opportunities. V 337

Philosophy: Associate Professor, in eastern urban institution. Several years' experience assumed in addition to Ph.D. degree. Teaching ability important. Salary \$3000. Advancement assured if satisfactory. V 311

Physics: Assistant Professor, young man with M.A. or Ph.D. degree, southern university, to assume charge of elementary laboratory and teach classes in introductory physics and modern theories of physics. Experience in electrical engineering desirable. Several years' college teaching experience necessary. Salary depends on ability of applicant. Permanent position, beginning September. V 339

Physiology: Instructor or adjunct professor, depending on training and experience, for human physiology and hygiene. A southwestern university. Salary \$2000-\$2600, according to rank. V 334

Political Science and History: Assistant Professor for summer school (June 11-July 23) of a southwestern university with possibility of appointment for 1931-1932. Advanced work in political science, and freshman course in modern history. Ph.D. and some experience essential. Salary, for permanent appointment, \$2500-\$2750. V 332

Psychology: Instructor or Assistant Professor, eastern men's college. Social psychology, and experimental psychology or tests and test procedures. Opportunity for individual research. Ph.D., or near completion of degree. V 330

Zoology: Assistant in elementary zoology, large women's college in east. M.A. degree or one or more years' experience necessary. Salary \$1200-\$1400. V 333

Fellowships and Scholarships

Brown University announces graduate appointments with stipends for 1931-1932 as follows: thirty-one fellowships of \$500-\$1000 each, especially in the departments of biology, chemistry, economics, English, history, mathematics, physics, and romance languages; one of \$1500 open to women; three of \$500 in archaeology. There are also available twelve scholarships for study in any department, forty half-time assistantships paying \$600-\$750.

Bryn Mawr College announces twenty-three resident fellowships in various subjects of \$860 each; twenty graduate scholarships of \$400 each; and ten miscellaneous awards of \$400-\$1500 each.

Yale University Graduate School announces fellowships for graduate study in economics, government, political science, and sociology. Stipends ranging from \$350-\$2500.

Applications for these appointments must reach the Deans of the Graduate Schools of the institutions by March first.

Civil Service Announcements

Assistant Technical Review Editor: Vacancy in the Matériel Division, Air Service, Wright Field, Dayton, Ohio. Competitors rated on education, experience, and fitness; no examination. Specified education or experience in engineering, including aeronautical engineering, and one year's training or experience in the writing of articles of a technical nature required of applicants. Entrance salaries, \$2600-\$3200.

Associate Cytologist: Vacancies in the field and in the Bureau of Plant Industry, Department of Agriculture, at Riverside, California. Ratings made on education, training, experience, and on a thesis or published writings; no examination. Applicants must be graduates of recognized institutions, with major in cytology and genetics of plants. Three years' experience in research or graduate study required. Entrance salaries, \$3200-\$3800.

Associate Physiologist and Histologist: Positions in the Bureau of Dairy Industry, Beltsville, Maryland, and in the field. Ratings on education, training, experience, and on a thesis or published writings; no examination. Only college graduates, with major work in physiology, eligible. At least three years' research experience or graduate study in physiology and histology. Entrance salaries, \$3200-\$3800.

Junior Marketing Specialist: Vacancies in the Bureau of Agricultural Economics, and in the field. Ratings made on practical questions on optional subjects of fruits, vegetables and miscellaneous products, livestock and animal products, and wool; and on a thesis. Applicants must be college graduates, senior students, or have had experience. Entrance salaries, \$2000-\$2500.

Research Assistant: Positions in the Research Division, Civil Service Commission, Washington, D. C. Ph.D., or completion of work and acceptance of dissertation for degree necessary. Twenty-four hours in psychology, six hours in calculus or analytics, six hours in advanced statistics, and four hours in educational measurements. In lieu of formal courses listed above, instructors and professors may submit statements of courses taught in these subjects. Competitors will be rated on education, experience, and on a mental test. Entrance salary, \$3200.

Applications for the above positions must be on file with the U. S. Civil Service Commission at Washington, D. C., not later than March 4, 1931. Full information regarding vacancies may be obtained from the Commission.

Teachers Available

Bible: Teaching Fellow, candidate for Th.D. from prominent seminary. Now teaching English bible. Would like to give course in bible and comparative religion. Protestant minister, 5 years' pastoral experience in addition to other positions held. A 105

Biology: M.S., Ph.D. (Cornell), ten years' teaching and administrative experience in various phases of biological science in college and university. Some government service. Desires position as head of department of biology, zoology, or entomology, or dean of men, or personnel officer. A 106

Botany: Woman, S.M. and Ph.D. from leading university. With enthusiasm for, and love of, teaching; desires college position with opportunity for advancement, where most of time is spent in teaching but where creative scholarship is encouraged. Thirty years old; seven years' college teaching experience; publications; travel. A 107

Chemistry: Assistant Professor, Ph.D., ten years' teaching experience in two eastern universities. Publications in *J. A. C. S.* and in *Organic*. Desires situation with greater opportunities, particularly in research. A 108

Chemistry: Ph.D. from eastern university, with experience in industry and teaching. Has taught different branches of chemistry. Desires better opportunity for teaching and research in organic chemistry. A 109

Economics and Administration: Broad training in engineering and economics. Twelve years' experience in accounting, administrative activities and teaching. First-hand knowledge of industrial operations and methods. Interested in accounting and risks with their administration. Material for publication being gathered. A 110

French: Woman, Ph.D., seven years' experience as Assistant and Associate Professor of Old French, 19th, 17th, and 18th Century Survey, and other literature courses. Has done tutor work with honor students. Research, travel, and study at European institutions. A 111

French: Woman, Ph.D., head of modern language department in eastern college. Desires position teaching French, or French and Spanish, in university. Also interested in summer position. European travel, and considerable research in field of foreign literature.

A 112

Geology: Ph.D., considerable teaching experience, as well as State and Federal Survey and professional work. Wishes to return permanently to teaching. Subjects especially desired are general geology, economic geology, mineralogy, petrography; university or engineering school. Excellent references.

A 113

Philosophy, Psychology, English Bible: M.A. from two leading eastern universities (one M.A. considered equivalent to Ph.D.); written examinations passed for Ph.D., dissertation nearly completed. Fourteen years' college experience. B.D. from leading eastern theological seminary. Would like Assistant, Associate, or full Professorship. Philosophy, alone, preferred. Available 1931.

A 114

Physics: M.S., Ohio State; course work for Ph.D. nearly completed. Seven years' teaching experience. Desires place with college or university, preferably one that offers graduate work and research. Interested in summer work. References.

A 115

Physics: M.A., work for Ph.D. nearly completed. Director of department for six years. Has been engaged in various fields of research. Available now, or beginning with fall term.

A 116

Sociology: Wide experience in teaching; Ph.D., Yale University; speaks French and German by reason of long residence in both countries; extensive, world-wide travel; desires full rank and is prepared for, and has references for, headship of a sociology department if opening occurs.

A 117

Zoology: M.A., young woman, instructor in general zoology. Interested in teaching with opportunity to do research work or study for another degree.

A 118

APPOINTMENT SERVICE

American Association of University Professors

Many 1931 vacancies will be filled during the next few months. Notices in the *Bulletin* will bring best results during this period.

Announcements of vacancies and teachers available are invited as notices in the *Bulletin* advertising columns.

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